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ABSTRACT

The kindergarten instructional unit, part of a grade school level career education series, is designed to assist learners in relating present experiences to past and future ones. Before the main body of the lessons is described field testing results are reported and key items are presented: the concepts, the estimated instructional time, the vocabulary introduced, the resources required, and the instructor preparation tasks. Instructional procedures are presented in three sections--an introduction, learners' tasks, and a summary. Some supplemental activities are presented, strategy and resource profiles provided, and assessment procedures outlined. The unit's primary intent is to create an awareness of tools, equipment, and materials used in the world of work. It also acquaints the learner with the early conception and development of tools to promote an understanding of the need for tools and how they have increased man's efficiency, skillfulness, and productivity. The learner is encouraged to envision himself as a worker. The 10-hour unit develops skills in the areas of art, language, and social studies, and is applicable to both large and small groups. Field test teachers suggested that the pictures provided were unsuitable for the kindergarten level, and that substitutes be found. (MW)

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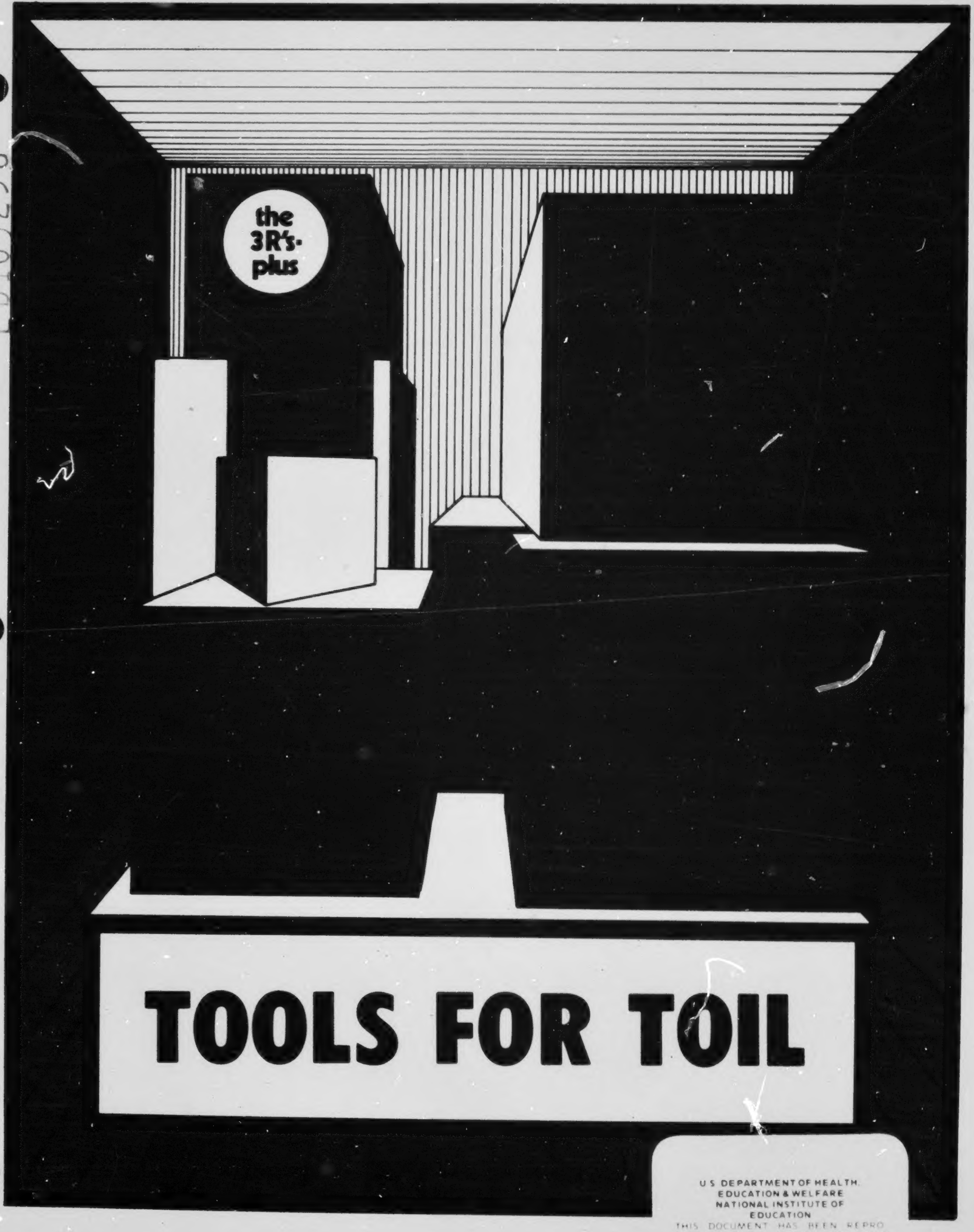

TOOLS FOR TOIL

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TOOLS FOR TOIL

KINDERGARTEN

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May 1973,

CAREER EDUCATION RATIONALE

> *"Reinforcing the three R's - relevance through Career Education" is the refrain echoing across the country today.*

Career Education combines the academic world with the world of work. It must be available at all levels of education from kindergarten through the university. A complete program of Career Education includes awareness of the world of work, broad exploration of occupations, in-depth exploration of selected clusters, and career preparation for all learners. This calls for all basic education subjects to incorporate Career Education as an activity. Education and Career Education are synonymous terms.

GOALS OF CAREER EDUCATION

LEARNING TO LIVE - means promoting the learners' awareness of their capabilities and developing their ability to deal with leisure time and society in general.

LEARNING TO LEARN - involves motivating the learners so that they want to learn the basic educational subjects. This can be done by making the subjects meaningful and by relating them to the real world of work.

LEARNING TO MAKE A LIVING - means preparing learners so that they have the capability to support themselves economically and to become productive members of the community.

TOOLS FOR TOIL

This instructional unit, which relates to the Career Education outcomes, has been field tested in the State of Arizona. A report of the field test results is available upon request.

This unit is a suggested procedure. Feel free to adapt it to meet the needs of your particular students and situation. The following are suggestions made by the field test teachers.

Overview

1. The pictures were not suitable for this level of students. If possible, find substitutes.

2. Teachers found that this unit could easily be integrated into what they were already doing.

3. Some teachers felt that at the Kindergarten level, the father's and mother's occupations should be the focus. You might find it beneficial to go into this before this particular unit starts.

Specifics

Lesson 1: This unit could be divided into two sections, Part 1, Tools We Use (30 minutes) and Part 2, Cave Men and Evaluation (15 minutes).

NOTE: You may wish to insert Lesson 7, page 163, next.

Lesson 2: An alternative for a "feel box" would be to have students put their hands behind their backs while you place an object in their hands for them to identify.

Lesson 3: pp. 93-94--You may wish to eliminate the paper cutter and paper punch if you feel your students would not know what they are.

Putting the magnifying glass on tagboard would make it more stable.

Lesson 4: Some teachers felt the shoe boxes were not needed to carry the supplies.

Lesson 5: In most schools, the memo on page 137 would not be necessary.

This lesson allows an hour each for visits to various school personnel, including the pre/post discussion. The total time spent on this unit would depend on how many visits you feel your students would benefit from the most. One schedule suggested was:

Secretary (30 minutes)
Librarian (30 minutes)
Nurse (40 minutes)
Principal (30 minutes)
Teacher (30 minutes)
Custodian (30 minutes)

As an alternative activity to having discussion following each visit, you might have the students draw pictures of the tools they remembered being used.

Lesson 6: The task on page 154 might include having a few students show their booklets and then display the rest.

The product assessment form on page 157 is optional.

Lesson 7: Some teachers suggested moving this entire lesson to follow Lesson 1.

The game on pp. 167-168 could be eliminated or changed to let the students role play.

Perhaps you could get guest speakers representing each of the occupations talked about in this lesson or take field trips to various sites of these occupations rather than using the pictures.

Lesson 8: Part A of the assessment procedures on page 205 and the interview form on page 207 could be changed to an oral discussion.

You may want to substitute new pictures for those on page 209 that go with Part B of the assessment procedures.

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UNIT DESIGN

OVERALL PURPOSE

This instructional unit will become an integral part of a total K-12 career education curriculum. This unit has been developed to afford the instructor maximum flexibility in its utilization. When planning for the use of this unit, it will be helpful for the instructor to give attention to the following characteristics.

GOALS

The unit goals of this career education unit are stated expectations toward which the instruction/learning effort is directed. It is intended that these unit goals be implicit in the total curriculum and also consistent with the accepted maturation patterns of learners.

PERFORMANCE OBJECTIVES

The performance objectives are derived from the unit goals and are intended to specify the expected behavior of the learners.

LESSONS

The lessons will help the instructor meet the performance objectives and are designed to assist learners in understanding how present experiences relate to past and future ones. The lessons are broken down into several parts. Before the main body of the lessons are described, key items are presented: the concepts, the estimated time for delivering the lessons, the vocabulary introduced, the resources required, and the instructor preparation tasks.

The instructor procedures are presented in three sections:

> INTRODUCTION. This section provides continuity within the unit and makes the learners aware of what they are to accomplish, how they will accomplish it, and why they are studying the particular concepts of the lesson.
>
> TASKS. This section provides a detailed description of the content and activities used to delivery the specified outcomes. An attempt has been made to ensure that the activities are learner-oriented, free from irrelevancies, interesting, presented in small, sequential steps, and complete. Each lesson includes tasks which allow the learners to practice the desired outcome. Sample questions and responses are provided along with suggestions to the instructor for accomplishing the task.
>
> SUMMARY. This section provides closure on the lesson and, if possible, a culminating activity for the learners. It also provides transition from one lesson to another.

On occasion, supplemental activities are presented to assist in obtaining the desired learner outcomes.

RESOURCES

Instructional resources (materials, equipment, and/or persons) are suggested in the lessons. These resources have been designed and developed so that an instructor may deliver the lessons with minimal preparation time. Worksheets are prepared so that an instructor need only take the page in the unit and use it with an opaque projector or prepare a transparency or ditto master. A *Unit Resource Profile* has been prepared and is provided in the early part of the unit. Materials used in a lesson are located at the end of that lesson.

ASSESSMENT PROCEDURES

The purpose of the assessment procedures is to determine the learners' level of achievement of the performance objectives. The descriptions, directions, and keys to all items are presented along with the lesson description. Assessment items are placed directly after the lessons, but before any worksheets. This will allow the instructor to administer the assessment item(s) after each lesson. Most of the items may be used to preassess learners before they begin the unit if the instructor desires.

UNIT OVERVIEW

PURPOSE OF THIS UNIT

The primary intent of this unit is to create an awareness of the wide variety of tools, equipment, and materials used in the world of work. It is also intended to acquaint the learner with the early conception and development of tools to promote an understanding of the need for tools and how they have increased man's efficiency, skillfullness, and productivity. The learner is encouraged to envision himself as a worker, using tools, equipment, and materials in his job in the classroom setting and at home.

INTENDED USE OF THIS UNIT

This unit was developed by experienced classroom instructors and reviewed by curriculum personnel not associated with its development. It represents only an early developmental effort. It is anticipated that the unit will be extensively revised based on data collected through classroom utilization. In order for useful revision data to be collected, it is essential that the unit be taught in a manner consistent with the developer's intent.

GRADE PLACEMENT

Kindergarten

SUBJECT AREA

Art, language, social studies

DURATION

Ten hours

GROUPING

Large and small

PREPARING TO TEACH THIS UNIT

Two *Unit Profiles* that follow this section have been prepared to give you an overview of the time, content, instructional strategies, and resources required for delivery of each lesson in this unit. These profiles provide a synopsis that will assist you in gaining a general understanding of the entire unit.

SPECIAL CONSIDERATIONS

Lesson 1 - Either an opaque projector or an overhead projector may be used to show the pictures contained within this lesson. The pictures can also be used as posters after color is added and should be posted within view of all learners. Therefore, the instructor will either prepare transparencies or duplicate copies of each picture.

Lesson 2 - A screen will be needed in order to remove certain tools from the vision of the learners.

A feel box will need to be constructed by the instructor prior to the lesson; instructions are furnished within the lesson.

Lesson 3 - Ask each learner to bring a shoe box for use in Lesson 4. Save the stand up figure of Detective Dan for use in lesson 6.

Lesson 4 - The picture masters of *Children Using Tools Improperly* could be made into transparencies and used with an overhead projector instead of an opaque projector as described within Lesson 4 if preferred. Or, the pictures could be used as posters after color is added, and they are placed in view of all learners.

A shoe box will be needed for each learner. Therefore, it would be advisable to have extras available in case every child does not bring one from home.

Lesson 5 - It is advisable to make arrangements prior to this lesson with school personnel for a time to visit each worker at their place of work.

Lesson 6 - This lesson would be most effective if taught at the end of the day so that it will be fresh in the child's mind when he returns home.

Lesson 7 - If the instructor has access to real tools used by the occupational workers, it would be desirable to set up display centers where learners could see and try out the real objects.

Lesson 8 - Although only one Timothy O'Toole balloon figure is used in the lesson, each learner could construct his own using the instructions included within the lesson.

UNIT CONTENT/STRATEGY PROFILE

Lesson	Time	Content	Instructional Strategies
1	60 min.	Tools are used to extend the functions of the human body.	Discussion Questioning
2	30 min.	I use many tools in the classroom to perform school tasks.	Game
3	30 min.	Tools should be identified by their names.	Role playing Riddle game
4	30 min.	Each tool performs special functions. It is important to use a tool properly.	Art activity Questioning
5	360 min.	School workers use special tools in performing their work.	Field trip Interviews with resource people
6	30 min.	Family members use tools to perform tasks at home.	Art activity
7	30 min.	Community workers use tools to perform their work.	Visual aides Discussion
8	60 min.	Certain safety rules should be observed in the use of tools. Unhappy consequences could result if safety rules are not observed.	Game (Art activity)

UNIT RESOURCE PROFILE

Lesson	Within Unit	To Be Acquired By Instructor
1	Picture masters: 1. *Body Parts* 2. *Community Workers* Transparency masters: 1. *Caveman Before Tools* 2. *The First Tools* Assessment item	Overhead projector Piece of cardboard Bolt, nut, and nail One board (small - 2 x 4 x 4) Tools: 1. Pliers 2. Wrench 3. Screwdriver 4. Hammer 5. Scissors 6. Saw 7. Hedge clippers
2	Directions for constructing *Feel Box* Assessment item	Crayons Construction paper Scissors Stapler Paste Pencil Paint box Feel box Rubber bands Writing paper Paper clips Water dish (for painting) Record Workbook Any other tools used in the classroom Tape recorder Record player Staple remover Screen Display table

UNIT RESOURCE PROFILE

Lesson	Within Unit	To Be Acquired By Instructor
3	*Magnifying Glass Pattern* *Dan the Detective Pattern* *Clues for Tools* Assessment item	Crayons or paint Tagboard Opaque projector Scissors Construction paper
4	Picture masters of *Children Using Tools Improperly* *Shapes Worksheet* Assessment Item	Shoe boxes Scissors Paste Construction paper Opaque projector Crayons Pencils Toothbrush Hammer Scotch tape Knife Spoon Pins Erasers Clay Any other tools available in classroom
5	Pictures of *School Workers* *Information Sheet For School Workers* Assessment item	Resource people: 1. Secretary 2. Principal 3. Teacher 4. Librarian 5. Nurse or medical aide 6. Custodian

UNIT RESOURCE PROFILE

Lesson	Within Unit	To Be Acquired By Instructor
6	*Detective Dan* *Tool Box Cover Page* *Letter to Parents* Assessment item: *Product Assessment Form*	Metal fasteners for booklets Drawing paper Hole punch
7	Picture masters (12) of *Community Workers* Assessment item	Crayons Scissors Tools used by occupational workers are desirable but optional for display
8	*Timothy O'Toole's Feet Pattern* Picture masters: 1. *Tools* 2. *Consequences* *Instructor Interview Form* Assessment item	Scissors Colored construction paper Magic marker or crayon Large balloons (extras in case of breakage)

INSTRUCTIONAL SEQUENCE

IN THE BEGINNING

LESSON ONE

CONCEPTS

Tools help us to perform our work.

Tools are an extension of the human body.

PERFORMANCE OBJECTIVE

Given a description of a circumstance in which a person uses one part of the body to perform a task, the learner will name the tools that could be used to extend the function of that part of the body.

LESSON TIME

60 minutes

NEW VOCABULARY

Tools - things that help us do our work

Cavemen - people who lived in caves many years ago

RESOURCES REQUIRED

FOUND WITHIN LESSON	ACQUIRED BY INSTRUCTOR
Picture masters: 1. *Body Parts* 2. *Community Workers* Transparency masters: 1. *Caveman Before Tools* 2. *The First Tools* Assessment item	Overhead projector Piece of cardboard Bolt, nut, and nail One board (small - 2 x 4 x 4) Tools: 1. Pliers 2. Wrench 3. Screwdriver 4. Hammer 5. Scissors 6. Saw 7. Hedge clippers

INSTRUCTOR PREPARATION TASKS

Make a transparency of each of the following for instructor use with an overhead projector.

1. *Caveman Before Tools*
2. *The First Tools*

Duplicate one copy of each of the following picture masters to use as posters for display:

1. *Body Parts*
2. *Community Worker*

Duplicate one copy of the assessment item for each learner.

Obtain an overhead projector.

Obtain the tools and materials needed.

Set up display table with tools listed in resource column.

Set up pictures of *Body Parts* near the display table to allow easy access to each.

Draw four divisions on the chalkboard.

Screw the bolt partially into the nut.

Pound the nail partially into the board.

Partially cut the piece of cardboard.

INSTRUCTIONAL PROCEDURES

INTRODUCTION

Display pictures of the different workers in the community. A picture of a learner working in the classroom is also included. Allow various learners to explain each picture.

Can you guess what this person might be doing? Do you see something(s) in this picture that would help the man to do his job?

Point to the picture of a carpenter.

Desired responses:

1. Pounding nails
2. Using a hammer and nails

Point to the picture of a telephone repairman.

Desired responses:

1. Climbing a telephone pole
2. Going to fix a wire
3. Using tools (pliers)

Point to the picture of a doctor.

Desired responses:

1. Taking a little girl's temperature
2. Using a thermometer

Point to the picture of a mailman.

Desired responses:

1. Delivering mail (letters)
2. Using a cart and mail pouch

Point to the picture of a painter.

Desired responses:

1. Painting a dog house
2. Using a paint brush and paint

Point to the picture of a baker.

Desired responses:

1. Frosting a birthday cake
2. Using a bowl and spatula

Continue the discussion until attention has been drawn to each picture. Display the picture of the student last.

What is this student doing?

Desired response: Painting a picture

And what tools does she need to do her work?

Desired responses:

1. Paint
2. Paint brush
3. Pencils
4. Easel

Summarize by saying the following:

We call the things (objects) that help us do our work *tools*. What are some of the tools that we saw in the pictures?

Possible responses:

1. Thermometer
2. Hammer
3. Paint brush

Everyone uses tools to do their work. You are also a worker since your job is going to school. It is important for you to be able to identify the tools in our classroom so that you know which tools to use to help you in your work.

TASKS

Today we are going to talk about how we got tools and why certain types of tools are used to do special jobs. Can you imagine doing work without any tools? Let's make believe for a minute that we do not know about tools. Suppose I hand you this bolt and nut and ask you to tighten the bolt.

Ask the learners to look at each object and pass it along to the next person.

Here is a nail in a board. How would you pound the nail into the hole? Here is a piece of cardboard. How would you cut the piece of cardboard into smaller pieces without tools?

After all the learners have had time to examine the objects, ask the following questions.

While you were looking at these things, did you think of any tools that would have made the job easier? What were they?

Possible responses:

1. Screwdriver
2. Hammer
3. Wrench or pliers
4. Scissors
5. Knife

Do you think tools are very important to us?

Possible response: Yes

We are going to look at people who lived many years ago before any tools were ever discovered. What did people do when they did not have tools?

Possible responses:

1. They had a hard time doing work.
2. They used their own bodies to do work.

Many years ago there were people called cavemen. They were called cavemen because they made their homes in holes in the sides of the mountains and hills. They did not have hourses like the ones you and I live in. The walls, the ceiling, and the floor were made of dirt and rock. They had no furniture as we think of furniture; no beds like your own in which you sleep, no charis like ours, or tables on which you eat. And, of course, they had no tools to help them do their work. They needed to eat so they had to hunt and kill wild animals for food. They needed clothing to keep warm. Since they did not have cloth like your clothes are made of, they used the skins of wild animals to cover their bodies. In order to take care of themselves and their families, they needed to do work. Not having many tools in the beginning, they needed to use parts of their bodies to do the jobs that our tools do now.

Prepare to show the pictures of the "Caveman Before Tools."

These pictures will give you a good idea of how the caveman did work without tools and eventually how he got ideas for the first tools.

Show the pictures of "Caveman Before Tools" and read the script at the bottom of each picture.

As you can see, the cave people had a difficult time getting along without tools. You could probably think of some tools you know about that could have helped them to do their work.

The caveman began looking around to find materials to make his work easier. Here are some pictures of the first tools he developed.

Show the previous pictures of "Caveman Before Tools" alternately with the pictures of "The First Tools," reading the script at the bottom of each one.

Have these pictures reminded you of any tools that we use today? What tools do they remind you of?

Possible responses:

1. Hammer
2. Knife
3. Scissors
4. Trowel
5. Putty knife
6. Yardstick
7. Ruler

Yes, we have many tools today, but we have the caveman to thank for discovering the first tools.

Direct the learners' attention to the display table.

Here is a picture *(hold up picture of teeth)* of something we all have. What do you see in this picture?

Desired response: Teeth

Place the picture of teeth on the chalkboard.

Yes, you remember how the first caveman had to use his teeth to tear bark off the tree branches. Do you see a tool(s) on this table that could help in cutting instead of using your teeth?

Allow enough time for the learners to look at the variety of tools on the table. As the learners suggest a tool that performs a cutting task, make a list under the picture of teeth.

Desired responses:

1. Scissors
2. Saw
3. Hedge trimmers

Place the remaining pictures on the chalkboard and ask the learners to name the tool that extend the limited function of that part of the body. As each learner gives the name of a tool that extends that particular body part, add that tool under the appropriate picture.

Desired responses:

Pictures	Tools
Picture of a fist	Hammers
Picture of fingers in a holding or molding position	Pliers, wrench, tweezers, molding tools
Picture of extended finger	Screwdriver

These are just a few of the tools we have today that the caveman did not know about. Can you think of some other tools that we use right here in the classroom that the caveman did not have?

Possible responses:

1. Coloring tools: Paint, crayons, paint brushes, pencils
2. Cutting tools: Paper cutter, scissors
3. Holding tools: Stapler, paste, paper fasteners, thumb tacks

SUMMARY

You can see that tools have made our work easier. Do you think we can do more work with tools than without them?

Desired response: Yes

Can we do a better job with tools or without?

Desired response: With tools

There is a tool for almost all work that we do. Therefore, it is important to learn the name of each tool and the work it can do. In the next lesson we will look at the tools that we use in the classroom to do our work.

ASSESSMENT PROCEDURES

DESCRIPTION

The instructor will read the directions and the learners will respond by drawing a line from the picture in the left-hand column to the matching picture in the right-hand column.

Picture of teeth	Picture of screwdriver
Picture of fingers holding or molding position	Picture of pliers
Picture of fist pounding	Picture of hammer
Picture of extended finger	Picture of scissors

DIRECTIONS

The instructor reads the following:

Before we had tools, parts of our bodies did all the work. On one side of your paper you can see pictures of different parts of the body. On the other side you can see pictures of tools. Draw a line from the part of the body to the tool that now does the work for that body part.

KEY

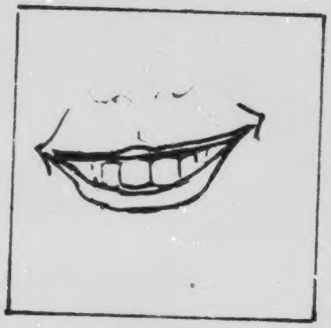
Picture of teeth - - - - - - Picture of scissors
Picture of extended finger - Picture of screwdriver
Picture of fingers in- - - - Picture of pliers
  holding or molding
  position
Picture of fist pounding - - Picture of hammer

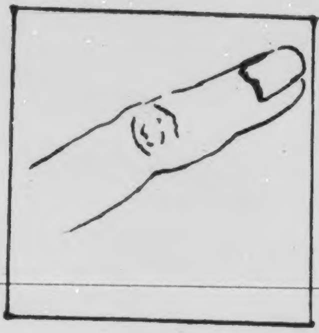
Name ______________

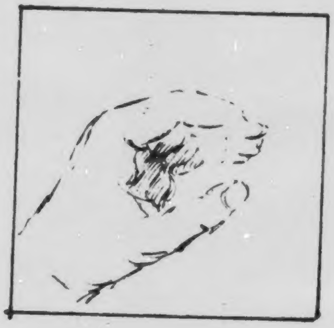
Date ______________

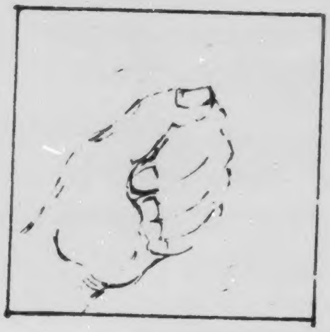
Lesson 1

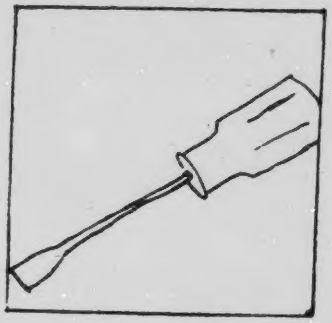
ASSESSMENT ITEM

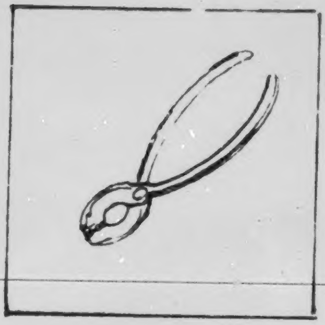


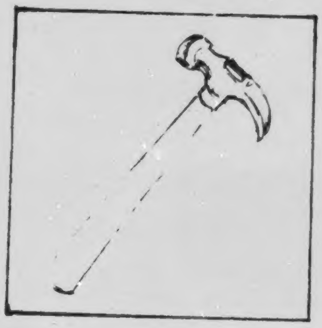


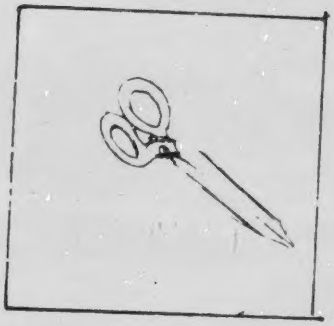




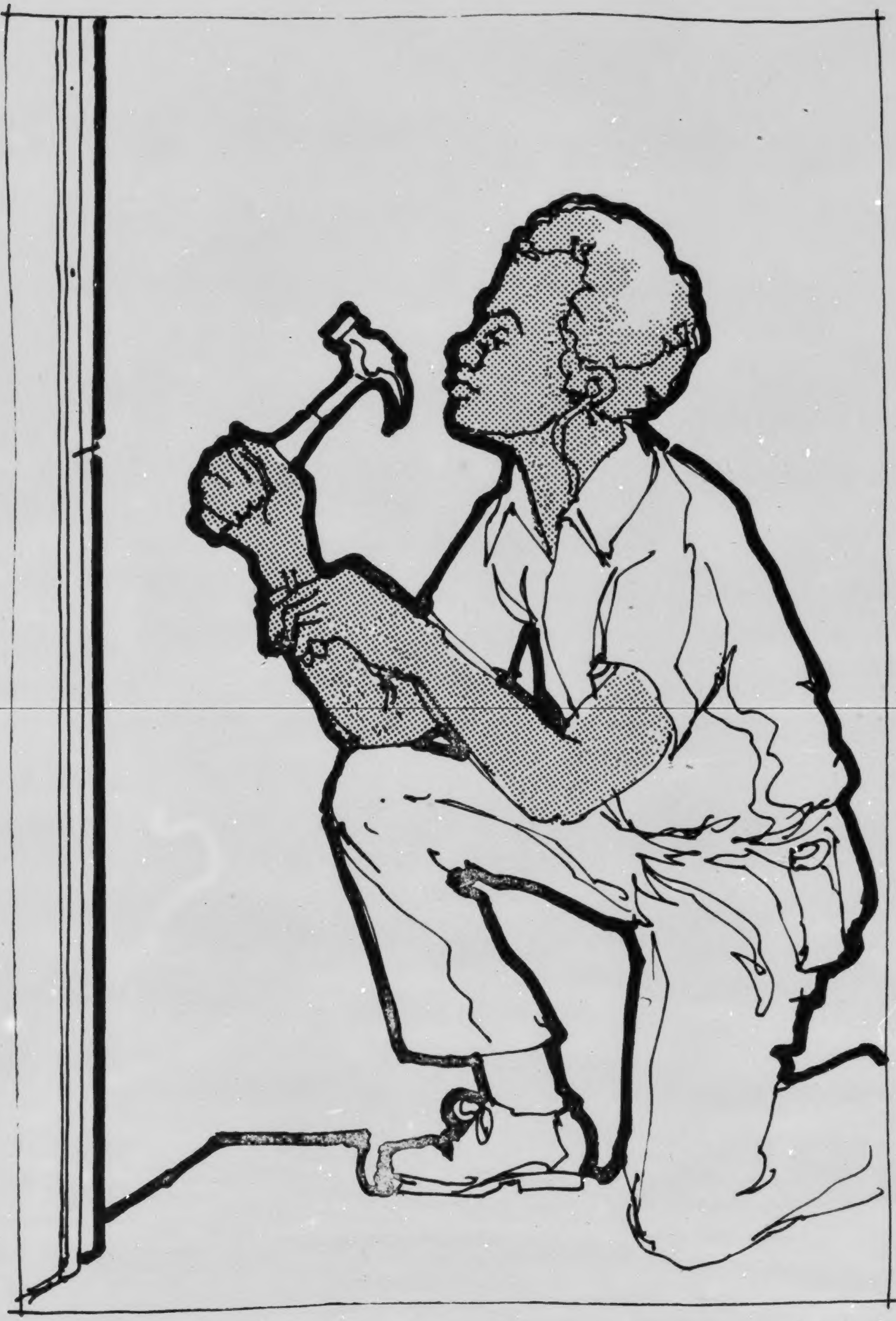






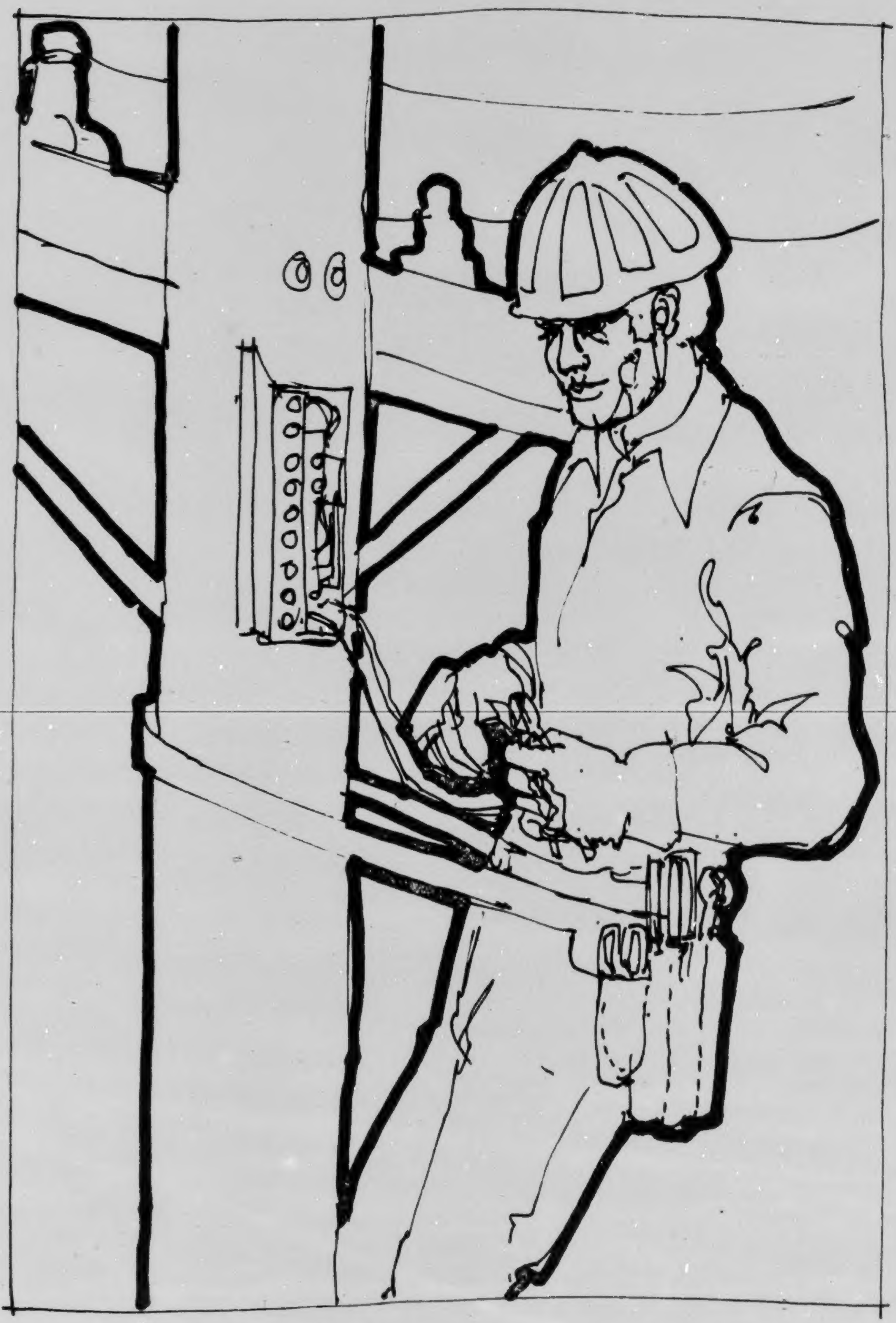


COMMUNITY WORKER



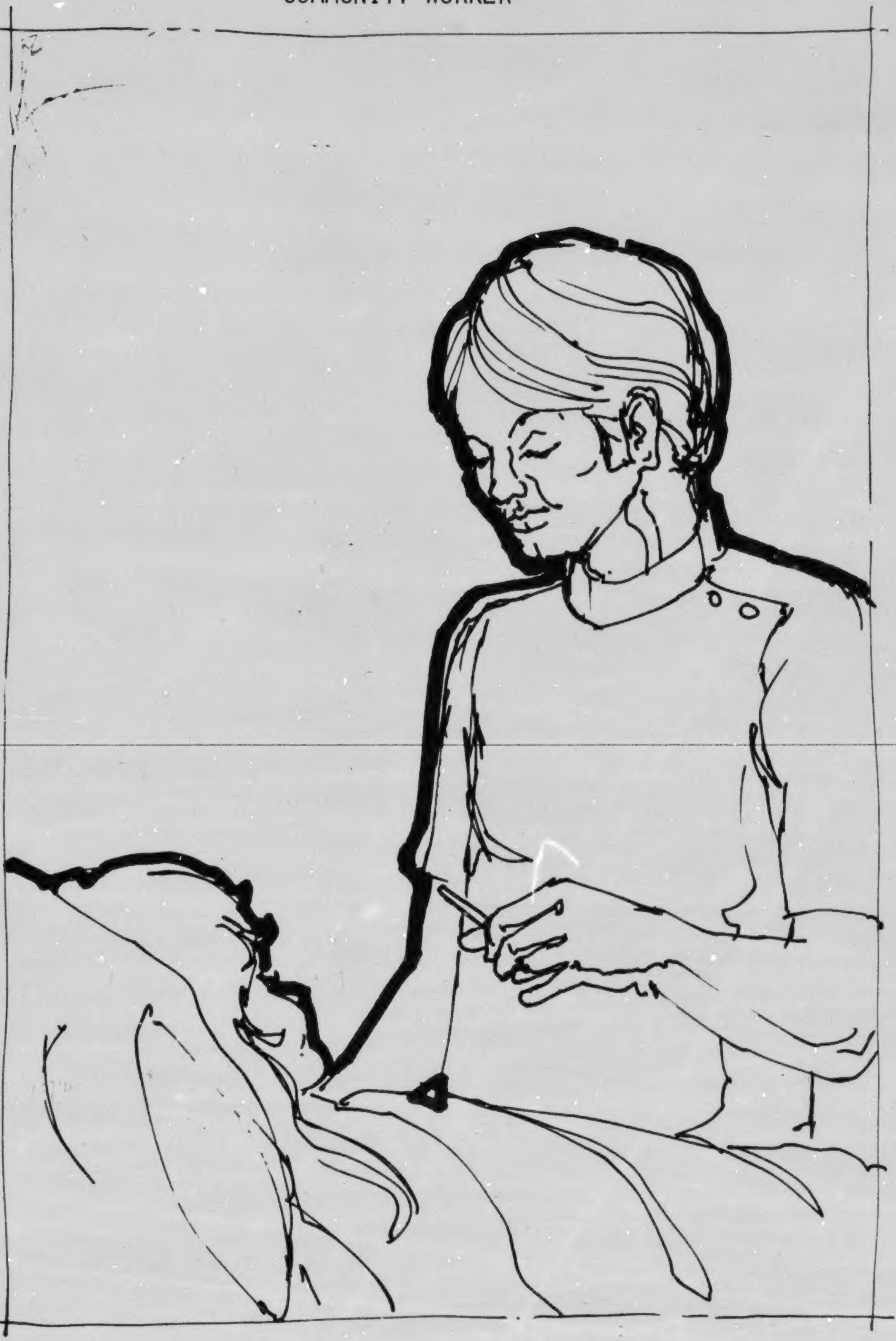
CARPENTER

COMMUNITY WORKER



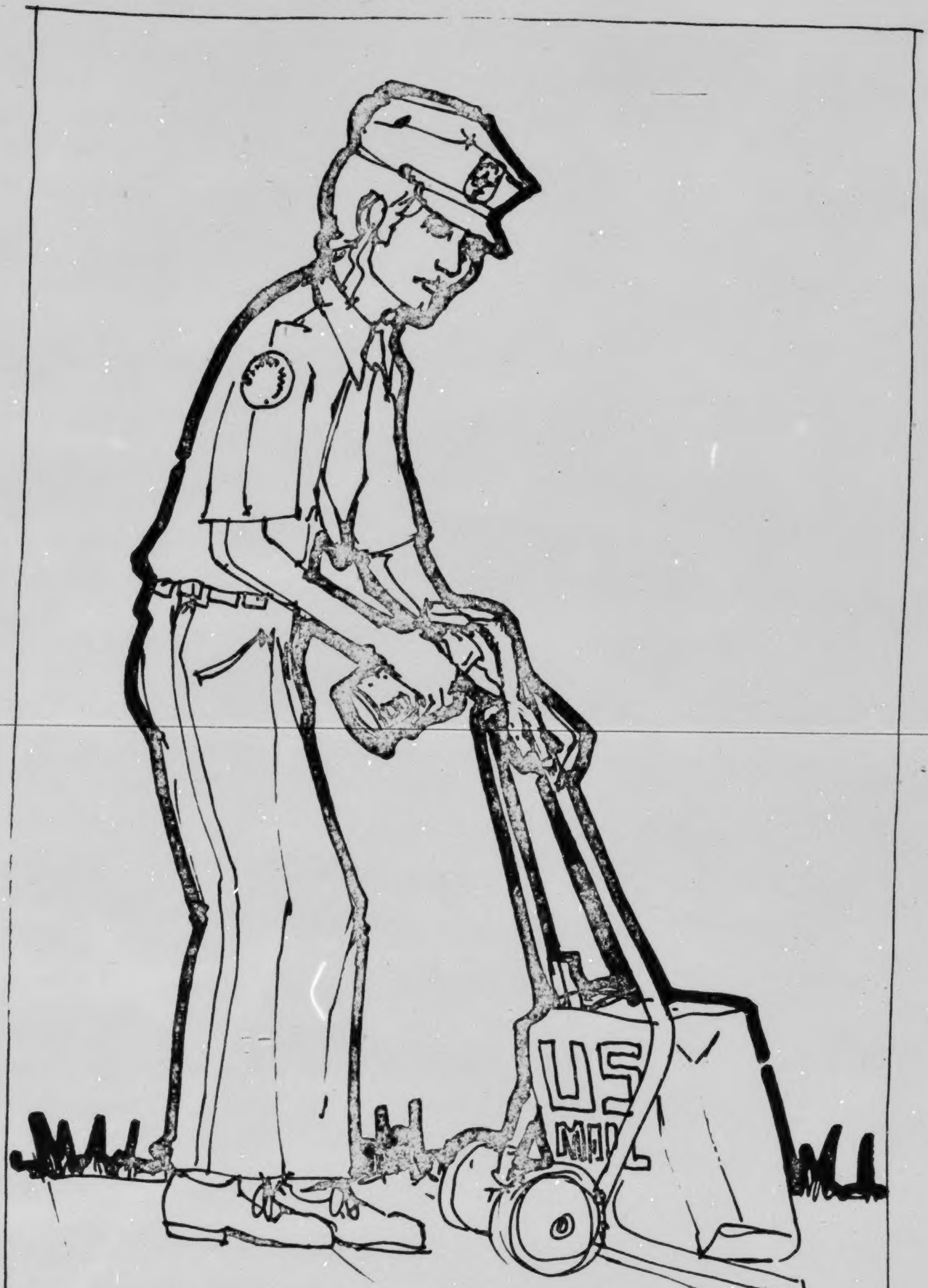
TELEPHONE REPAIRMAN

COMMUNITY WORKER



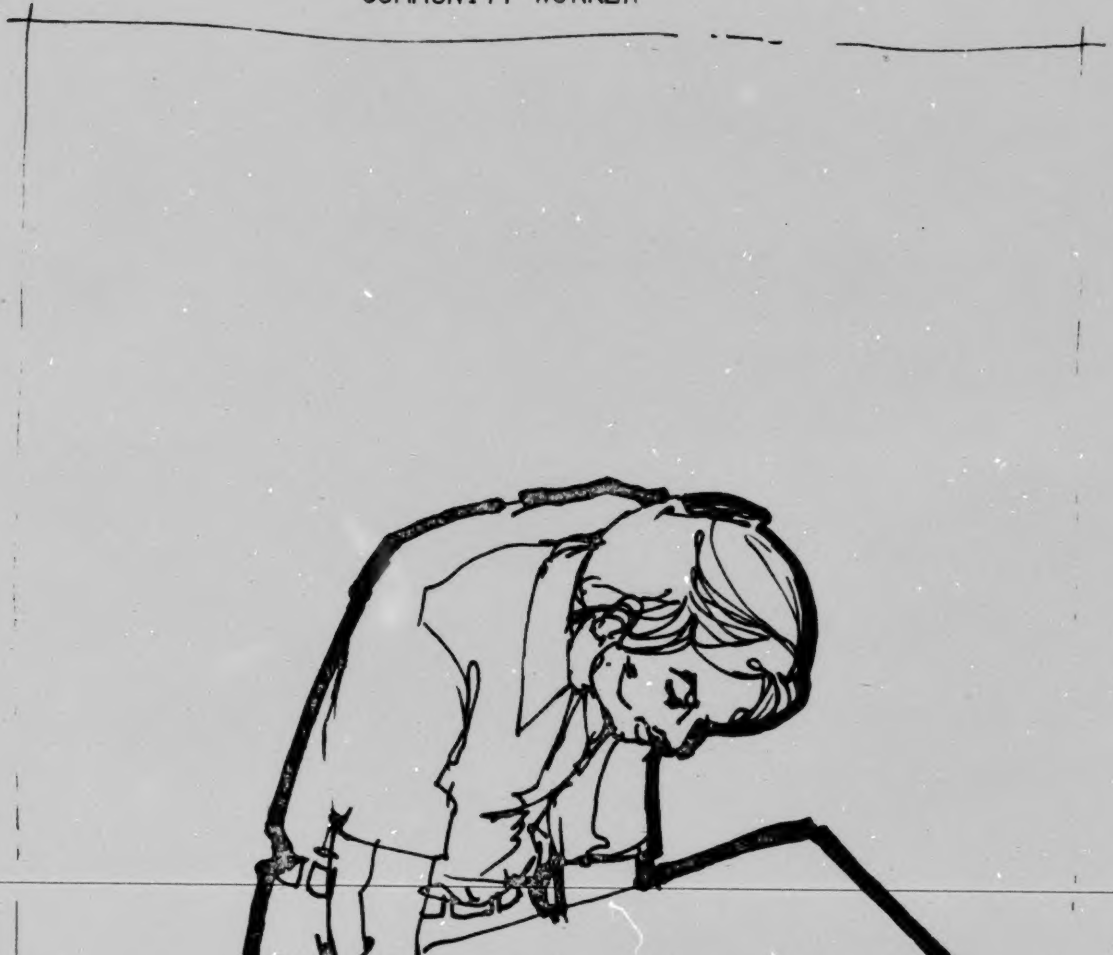
DOCTOR

COMMUNITY WORKER



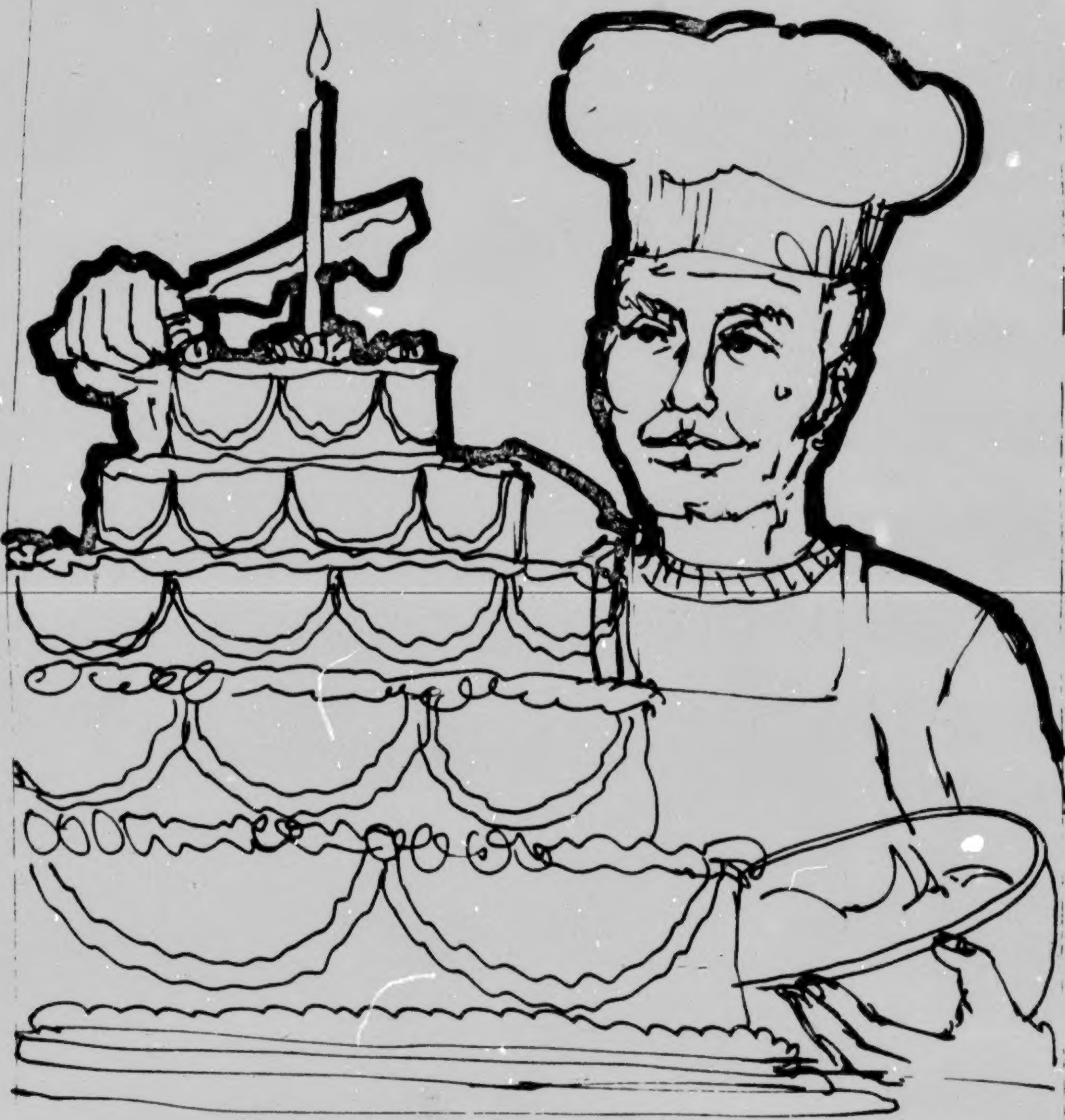
POSTMAN

COMMUNITY WORKER



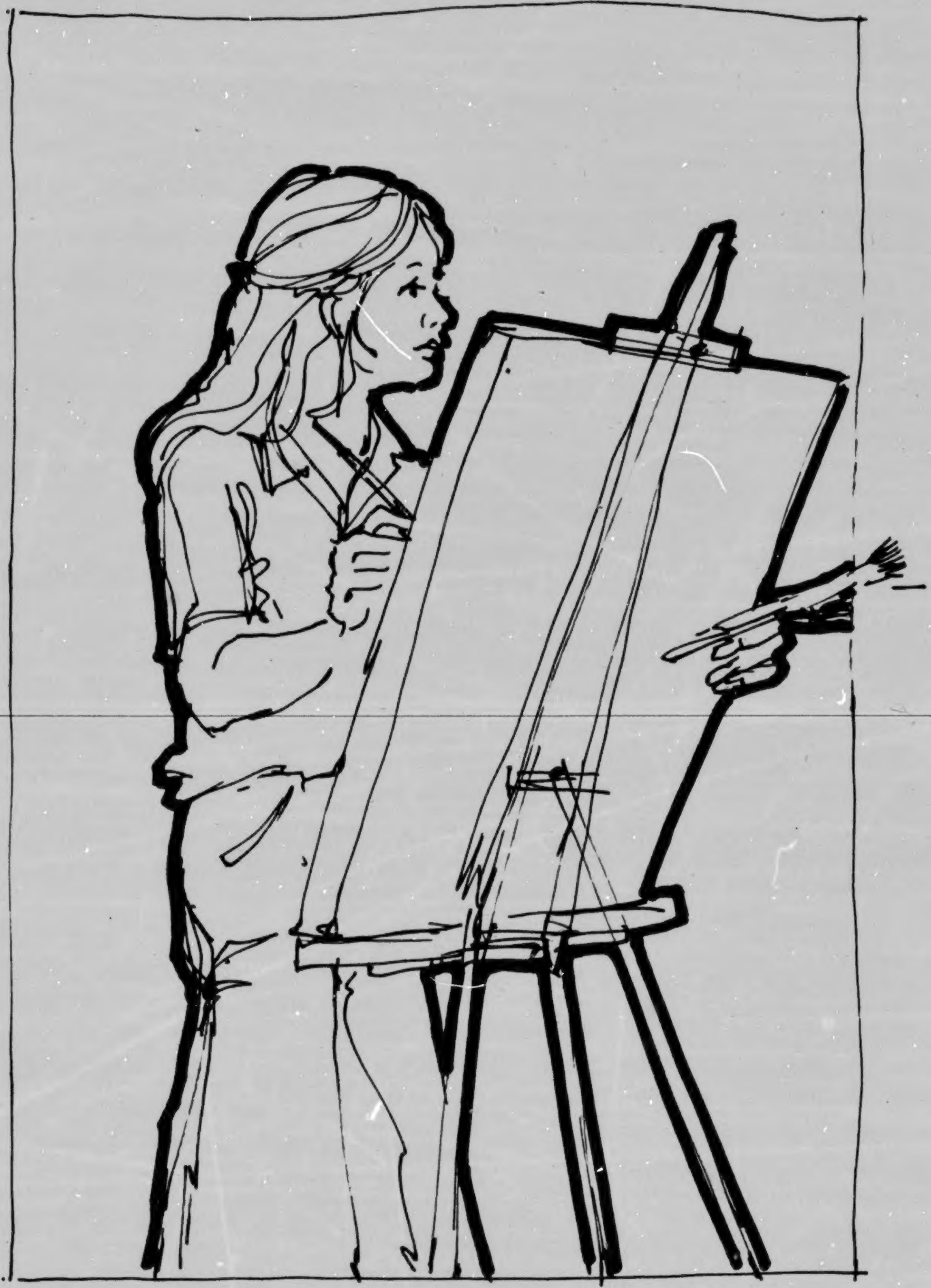
PAINTER

COMMUNITY WORKER



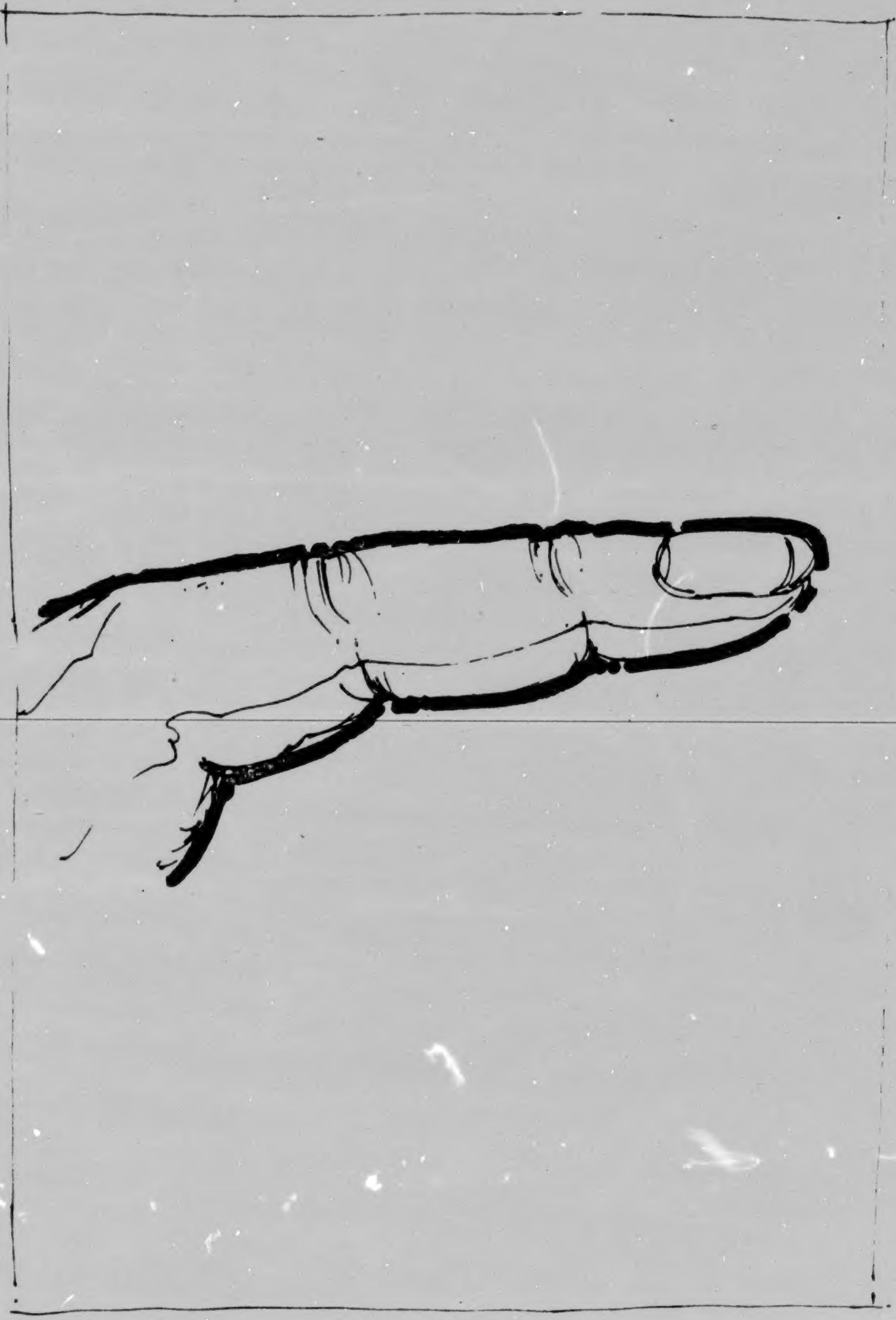
BAKER

COMMUNITY WORKER



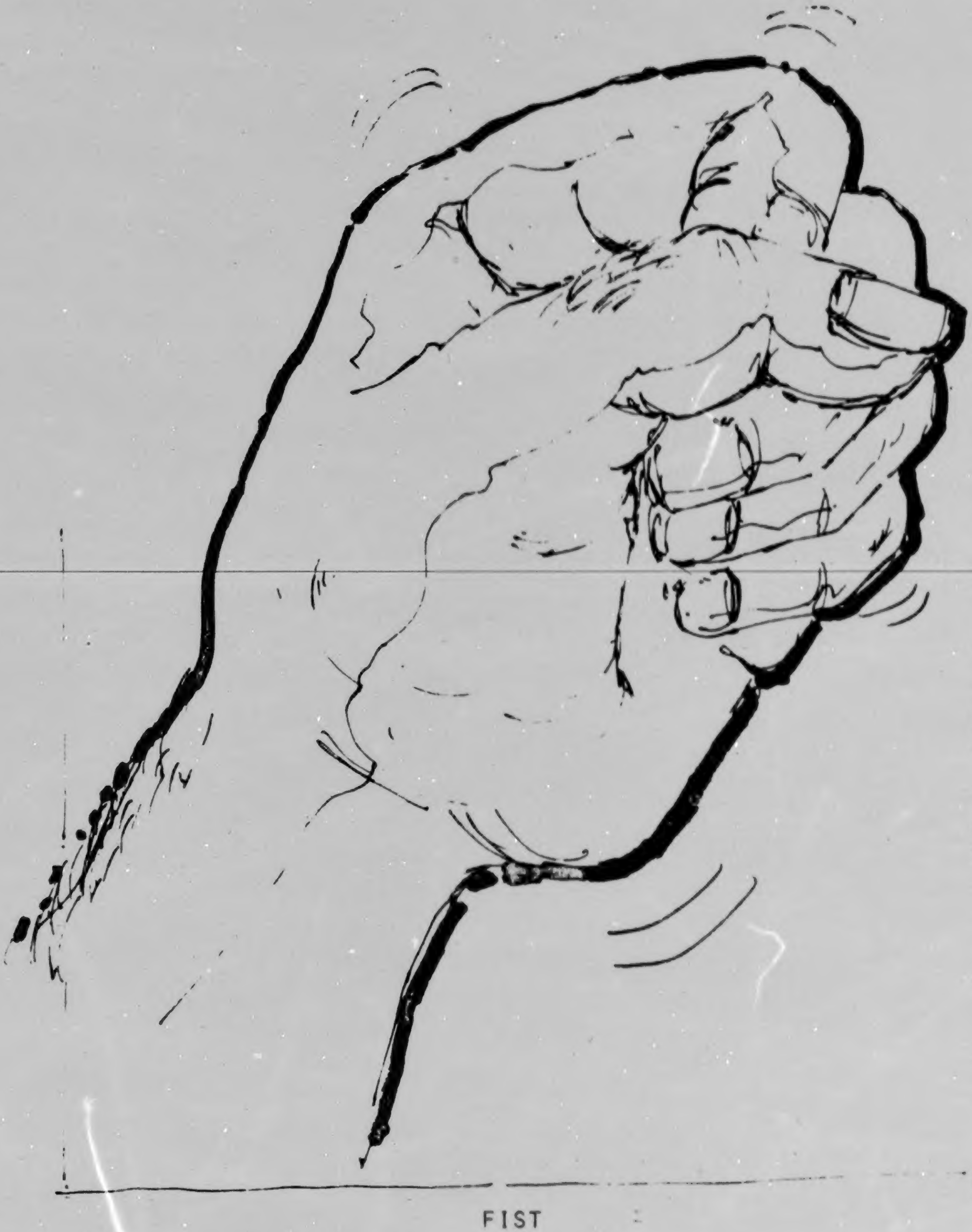
STUDENT

BODY PART



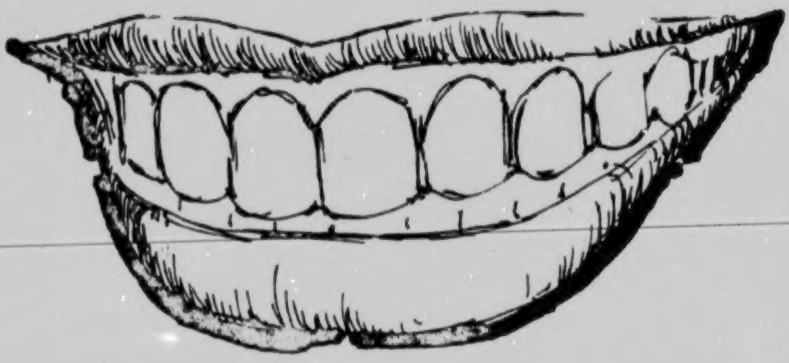
FINGERNAIL

BODY PART

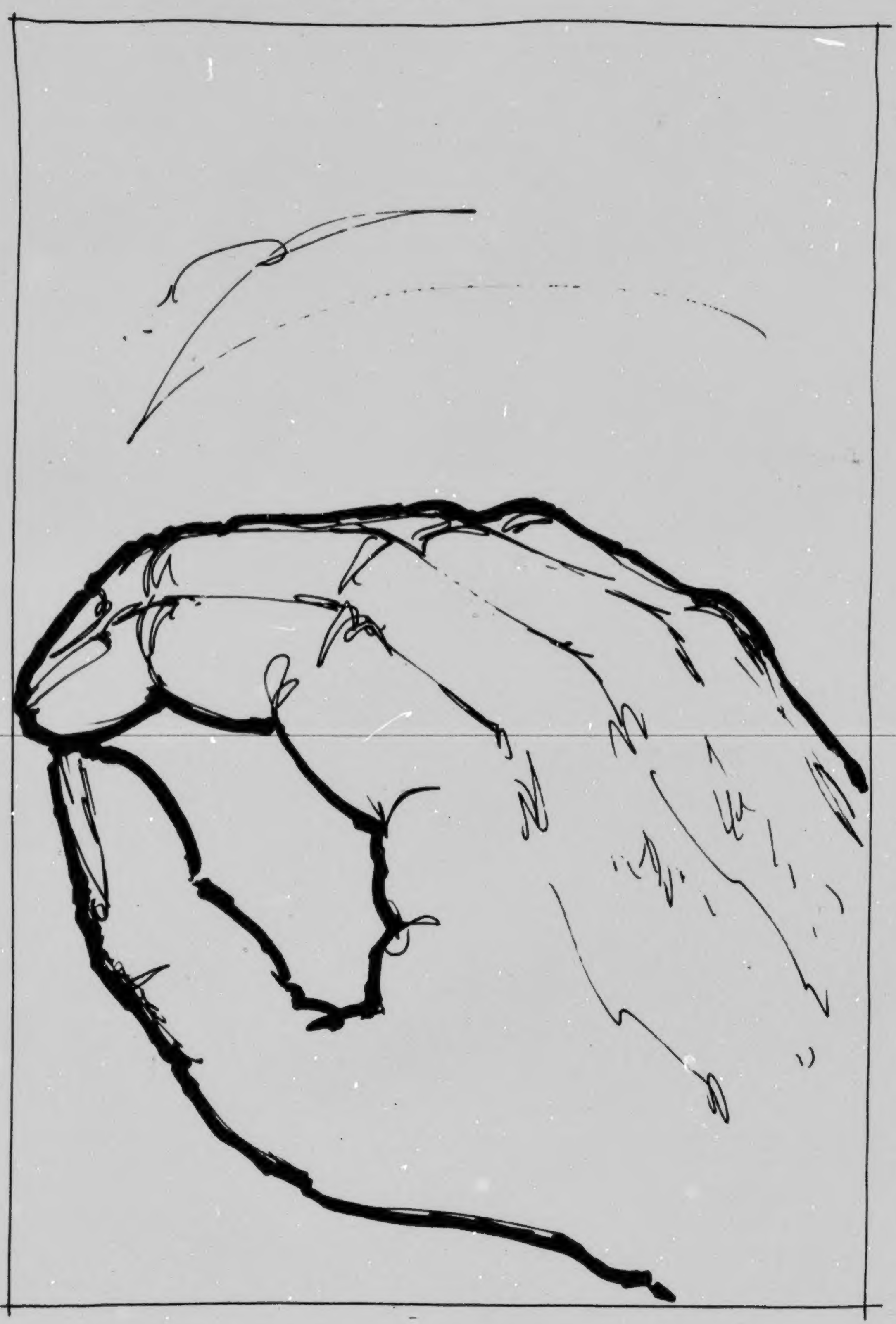


FIST

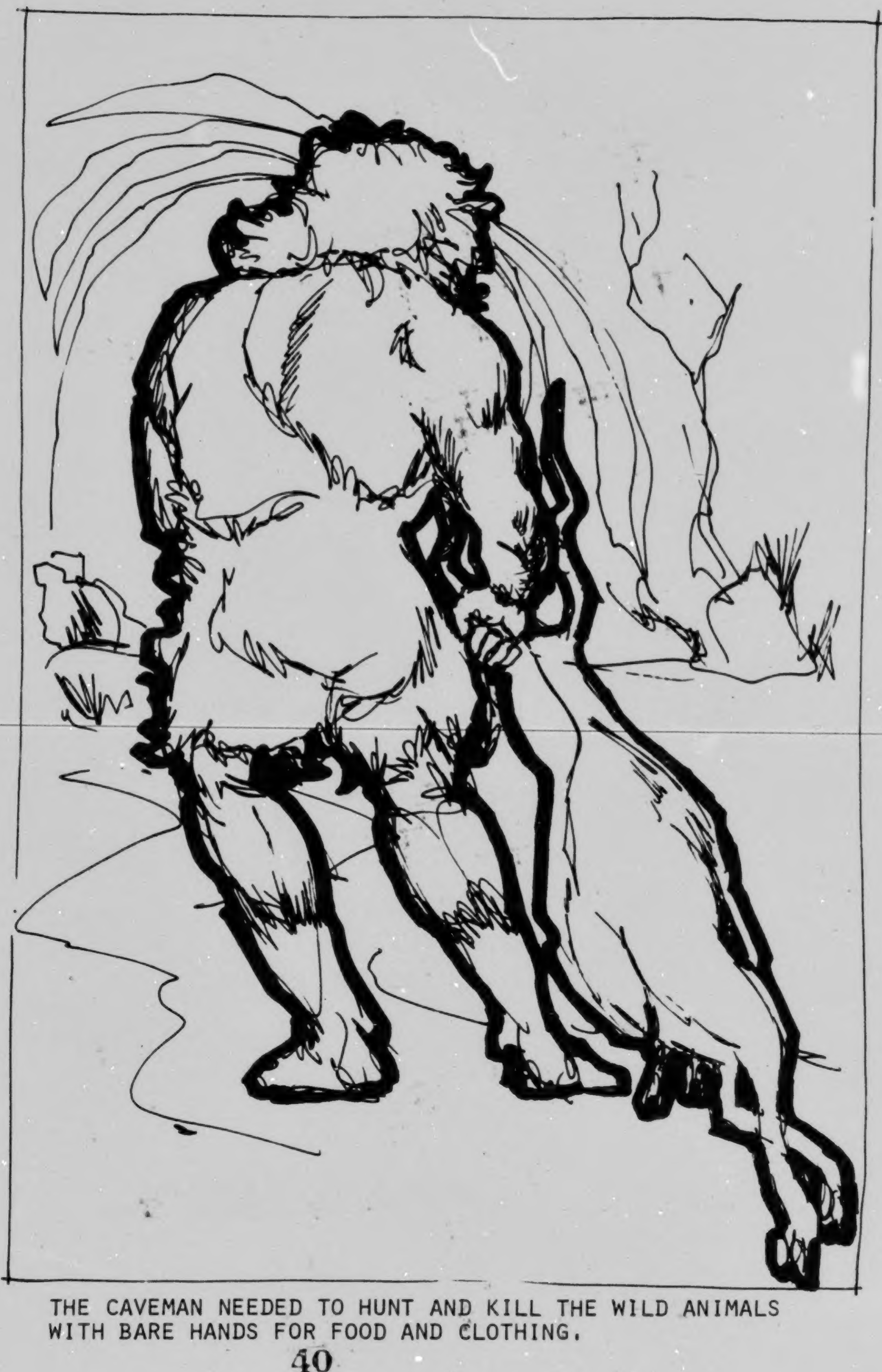
BODY PART



TEETH

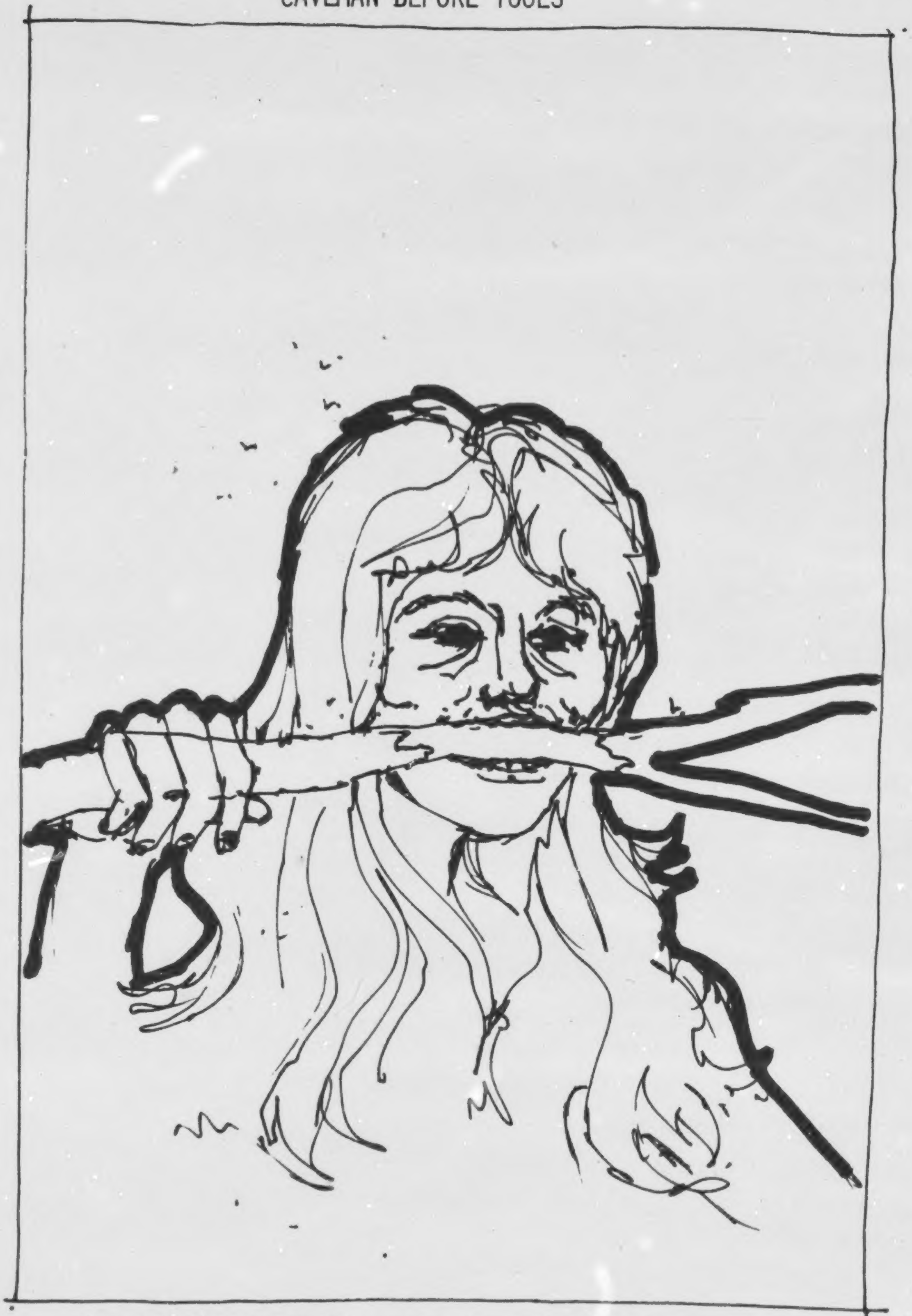


FINGERS



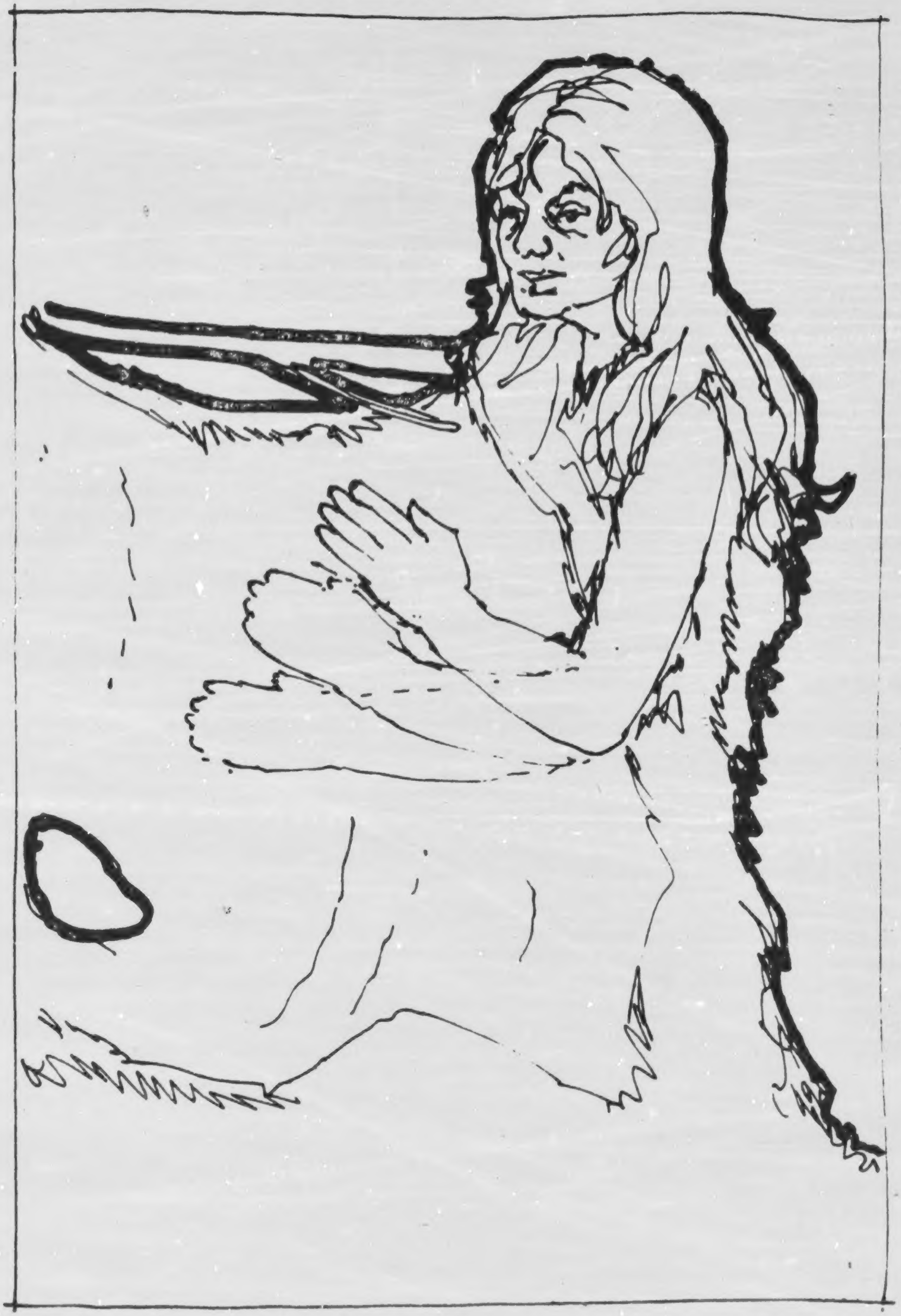
THE CAVEMAN NEEDED TO HUNT AND KILL THE WILD ANIMALS WITH BARE HANDS FOR FOOD AND CLOTHING.

CAVEMAN BEFORE TOOLS



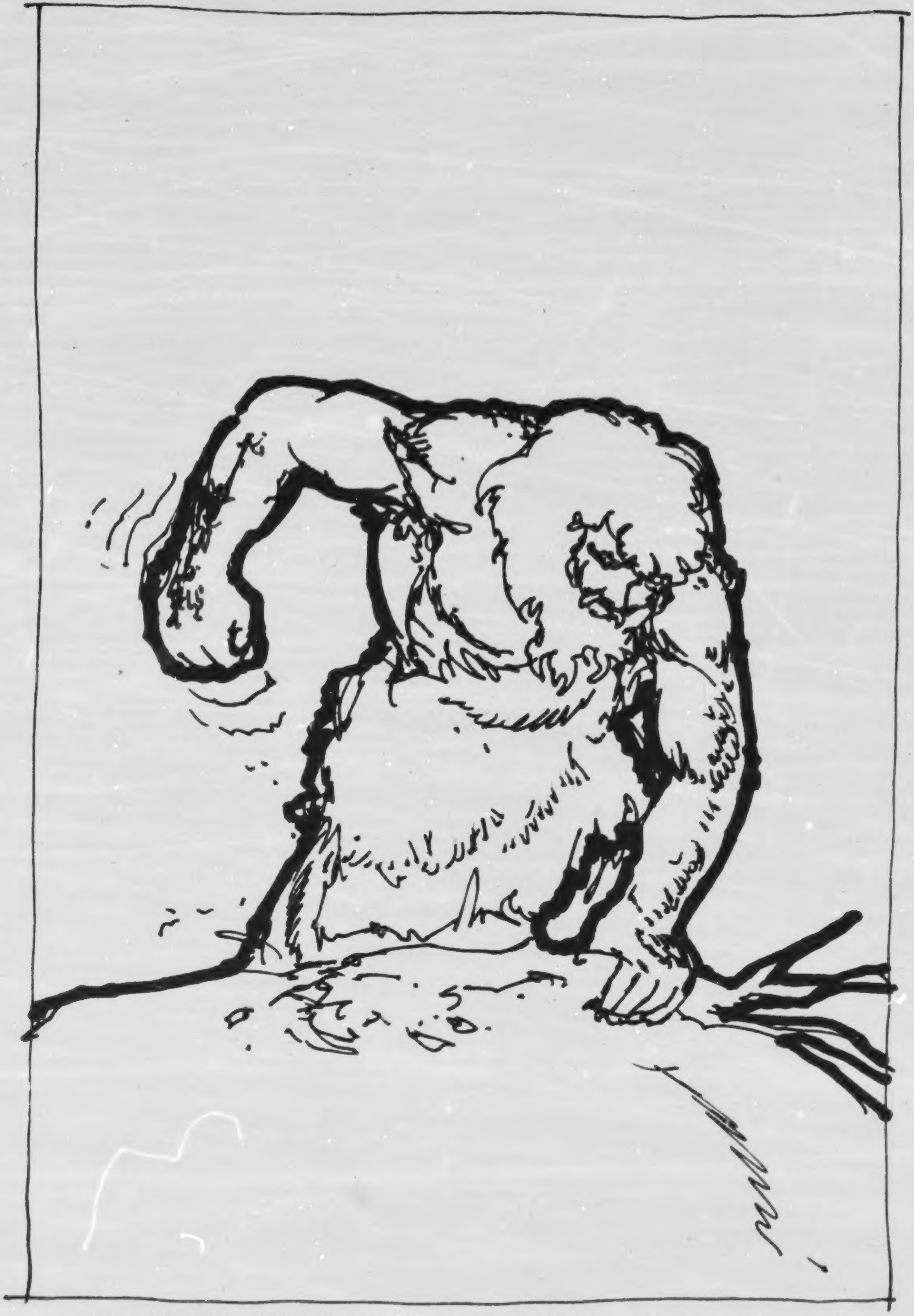
THE CAVEMAN USED HIS TEETH FOR CUTTING BEFORE HE DISCOVERED TOOLS.

CAVEMAN BEFORE TOOLS



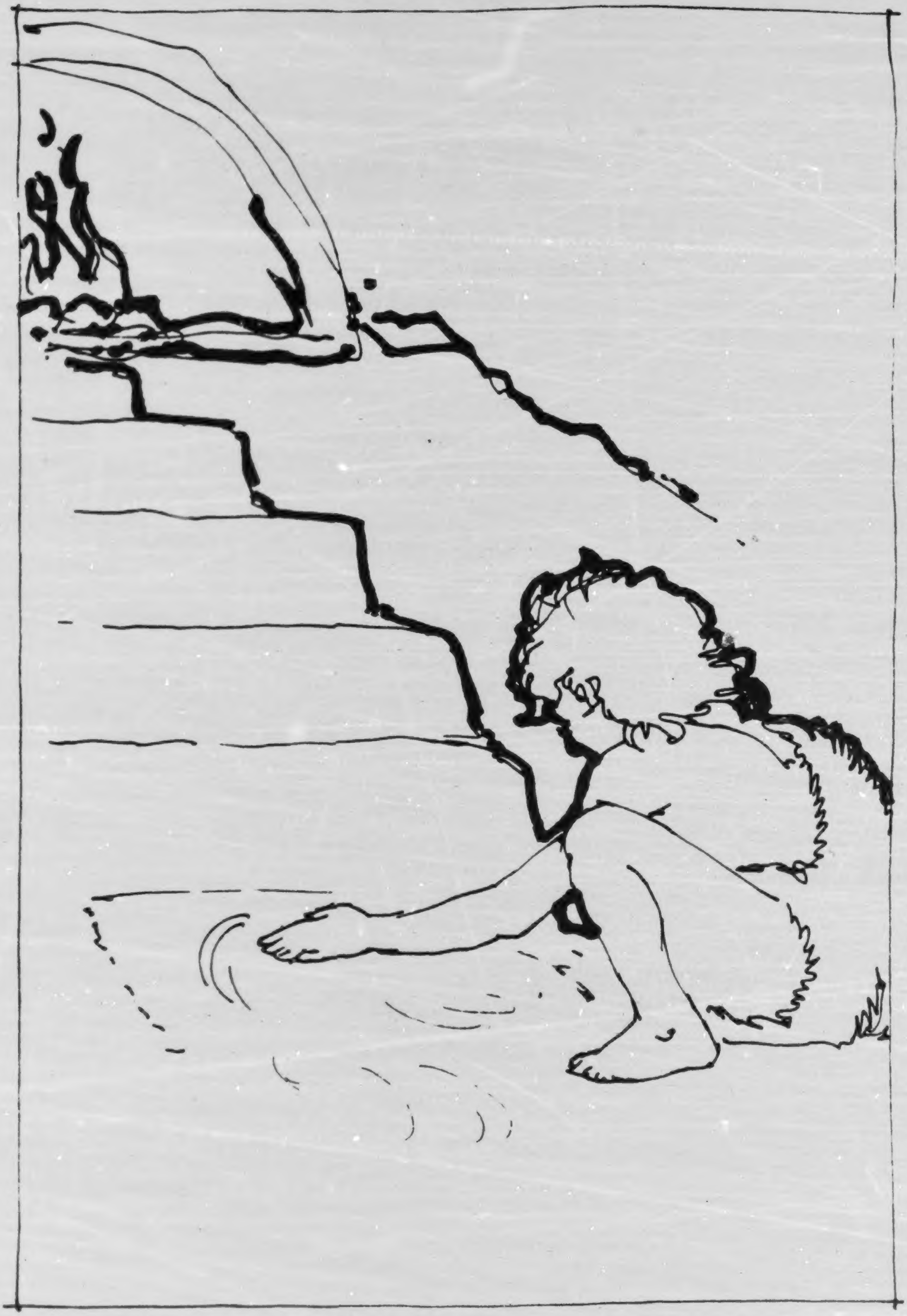
THE CAVEMAN MEASURED DISTANCE WITH PARTS OF HIS BODY SUCH AS HIS HANDS AND FEET.

CAVEMAN BEFORE TOOLS



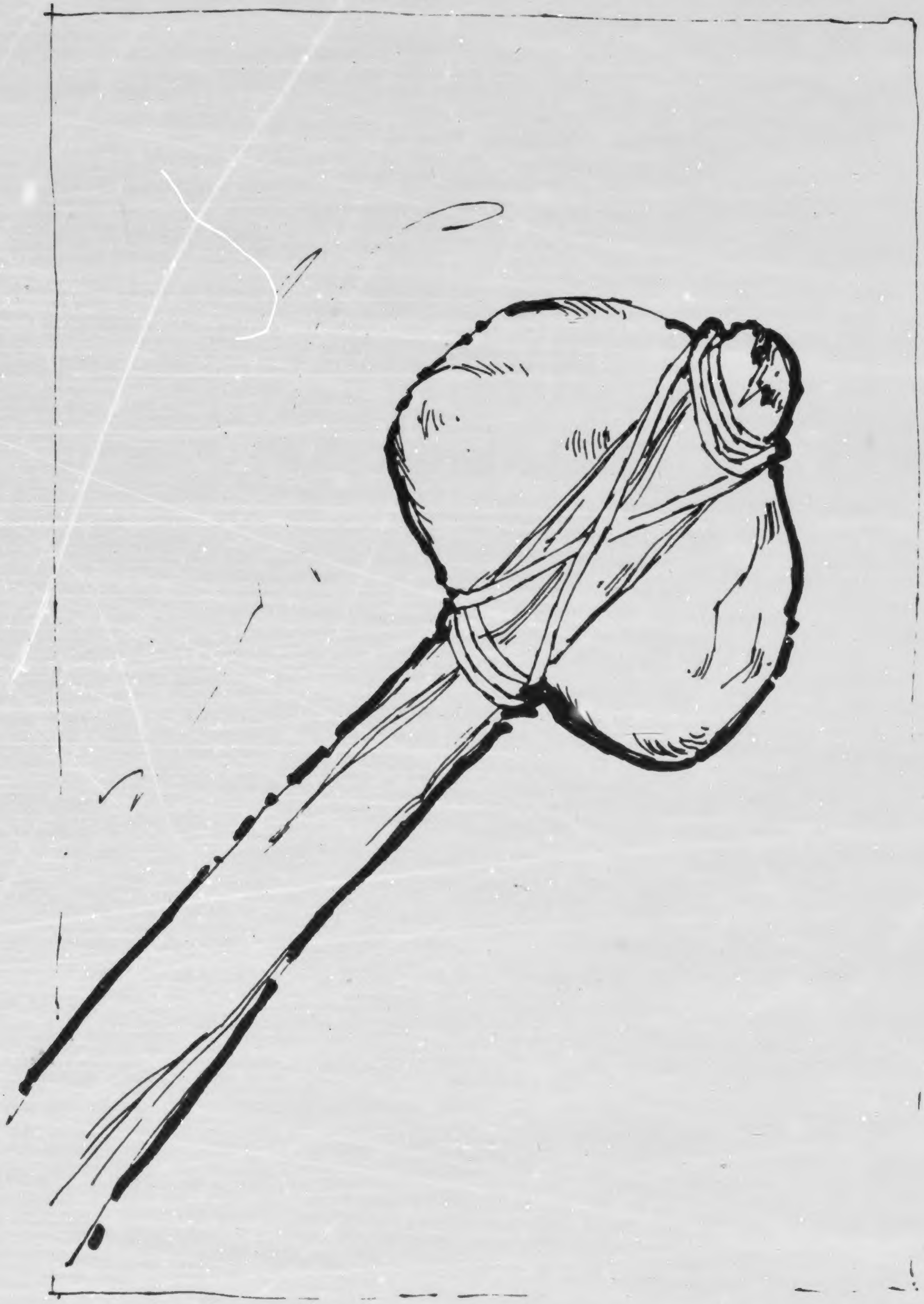
THE CAVEMAN USED HIS FIST FOR POUNDING BEFORE HE DISCOVERED TOOLS.

CAVEMAN BEFORE TOOLS



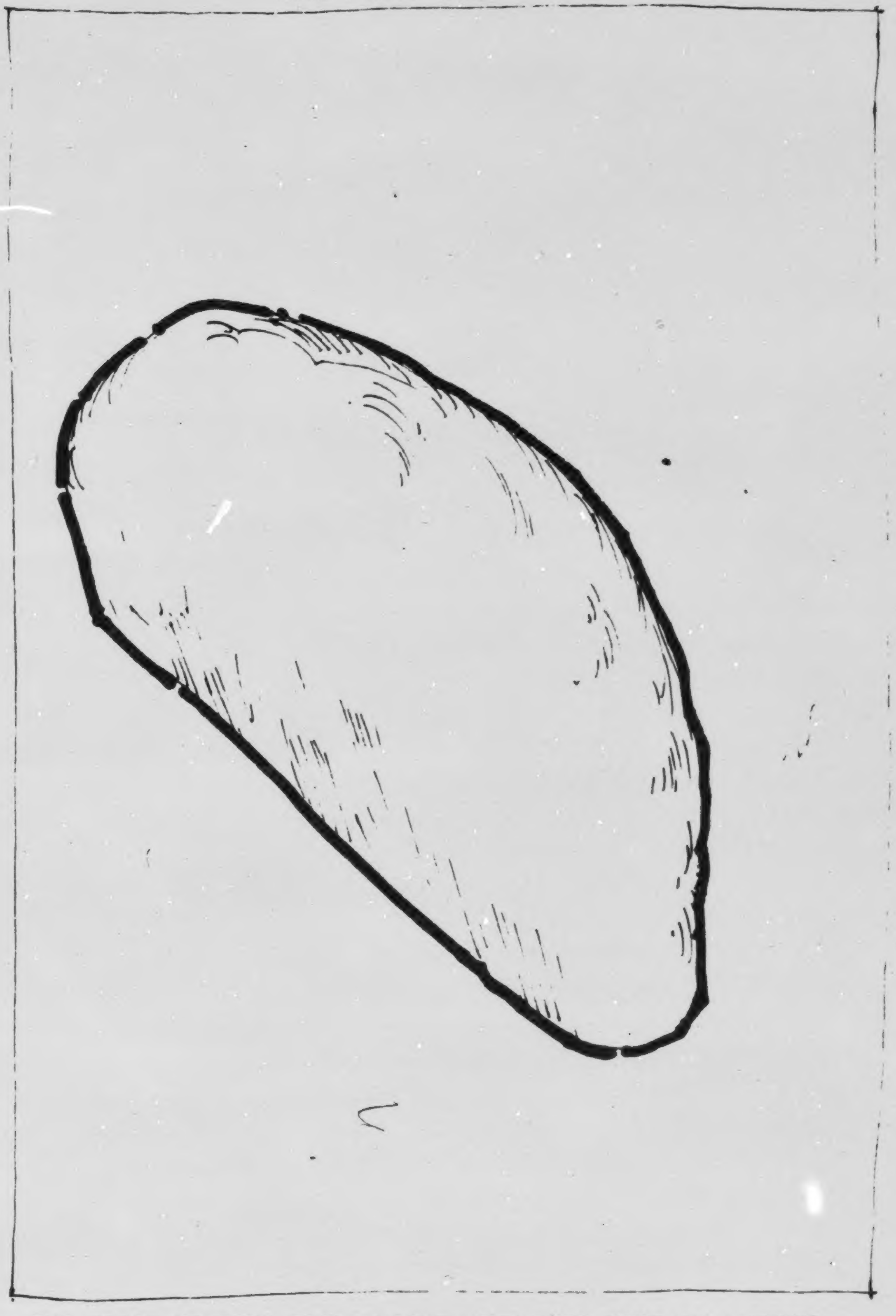
THE CAVEMAN USED THE PALM OF HIS HAND TO MOLD AND SHAPE MATERIALS BEFORE HE DISCOVERED TOOLS.

THE FIRST TOOLS



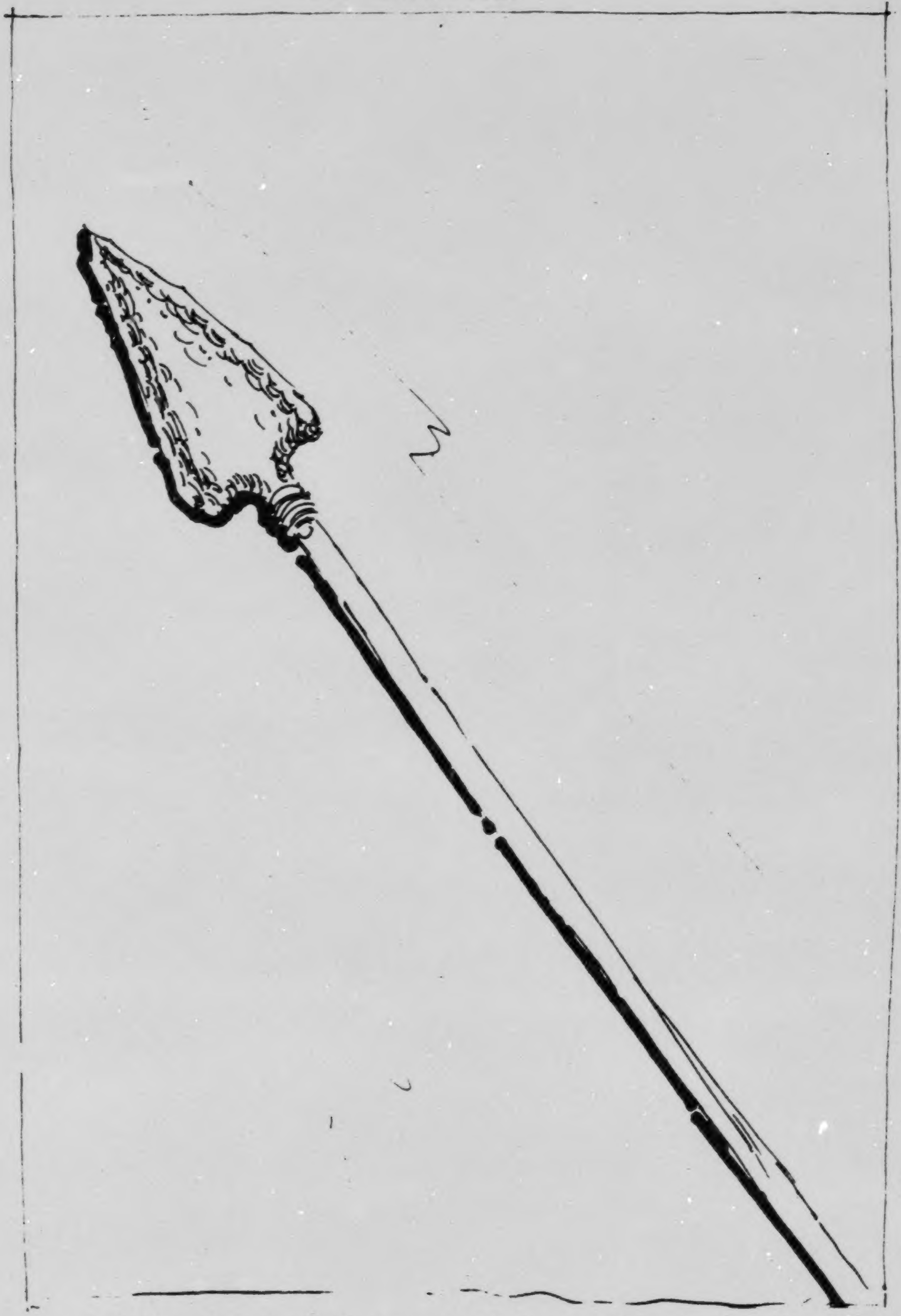
THE FIRST HAMMER WAS MADE OF A HARD, SMOOTH STONE AND A WOOD STRIP CUT FROM A BRANCH OF A TREE FOR THE HANDLE. THEY WERE TIED TOGETHER WITH A STRIP OF STRONG HIDE OR ANIMAL SKIN.

THE FIRST TOOLS



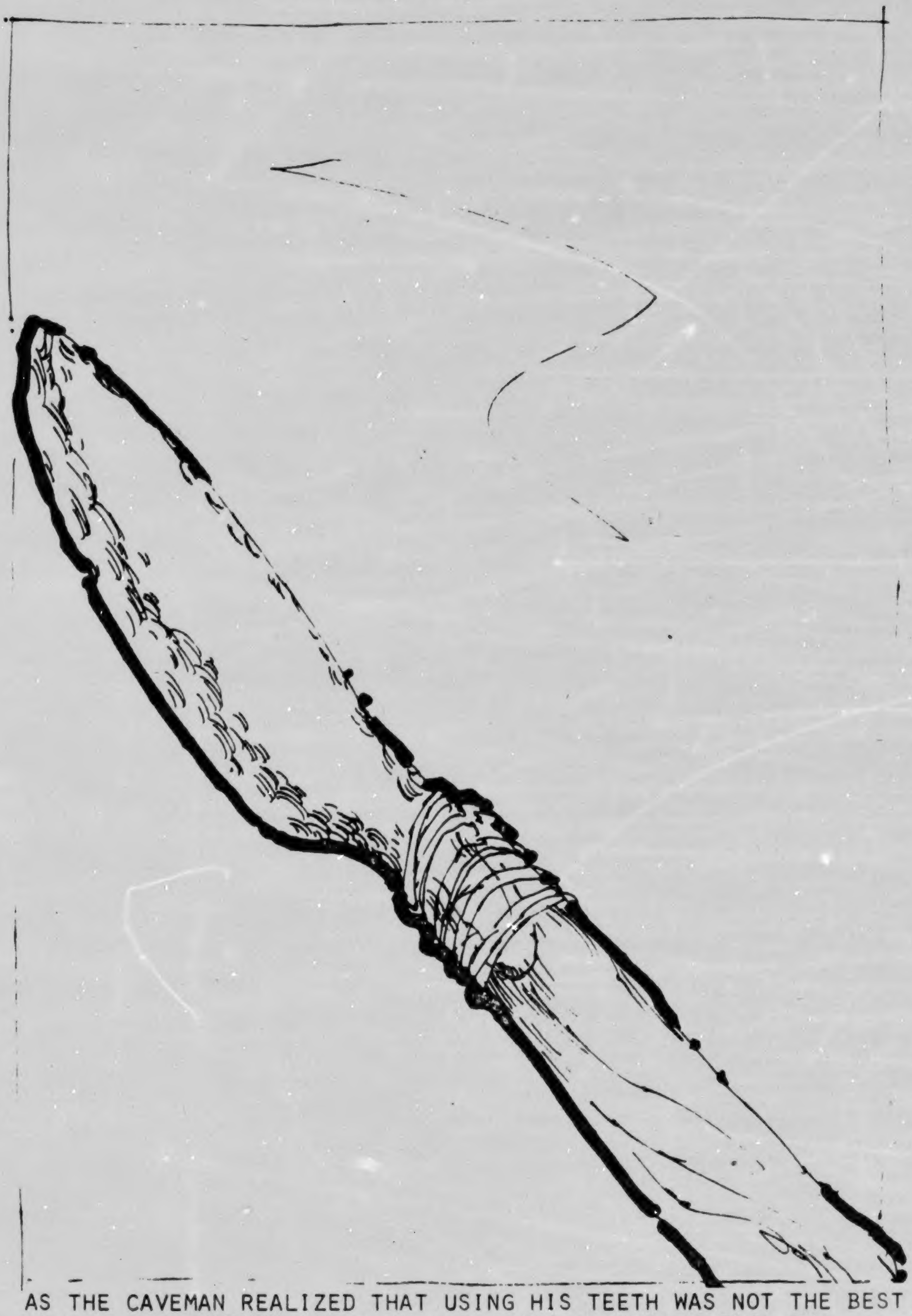
THE FIRST MOLDING TOOLS MIGHT HAVE BEEN MADE OF A STONE SIMILAR TO THIS ONE (STONE WITH ONE FLAT EDGE.)

THE FIRST TOOLS



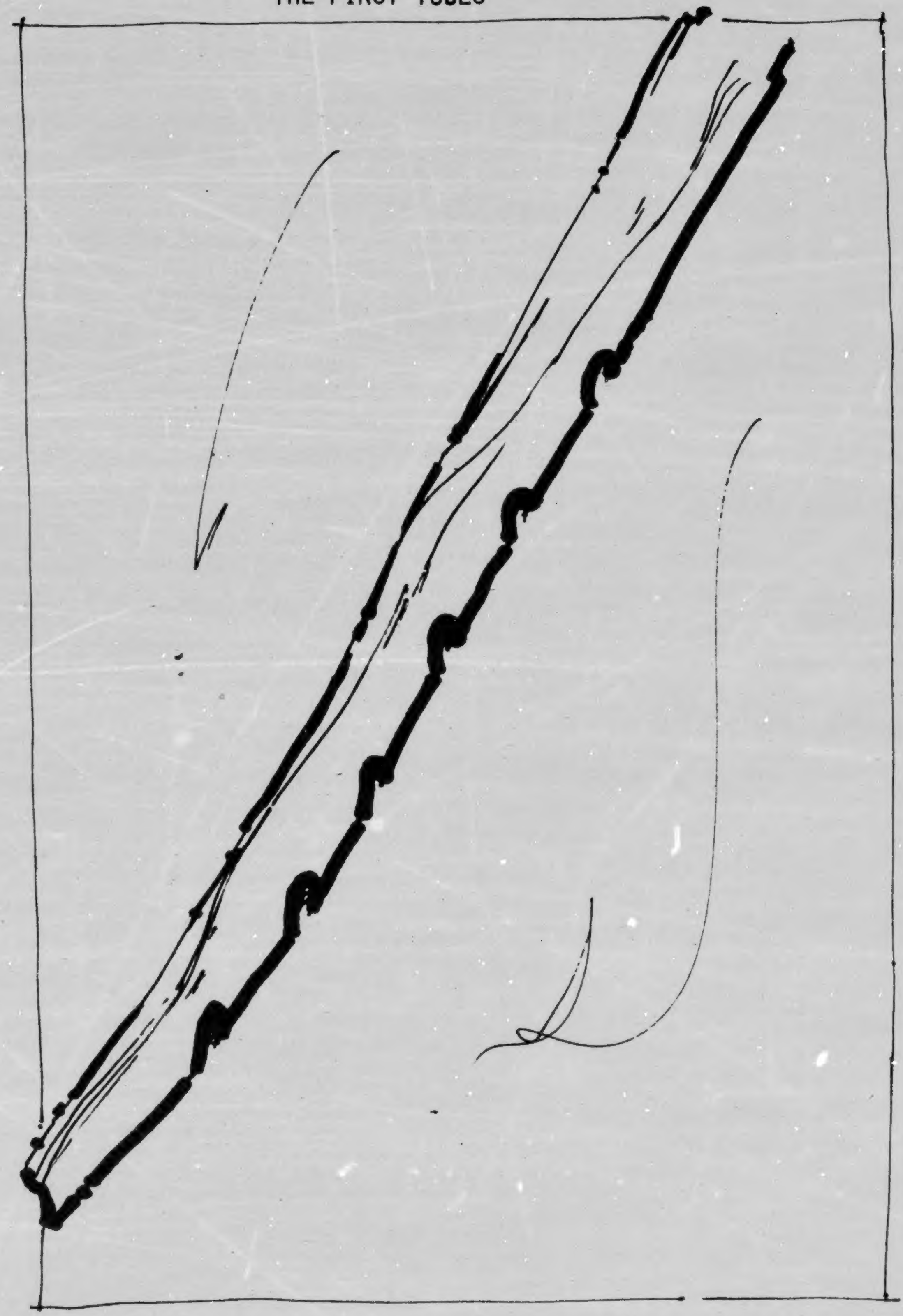
THE FIRST SPEAR ENABLED THE CAVEMAN TO KILL WILD ANIMALS FOR FOOD AND CLOTHING. THE MATERIALS WERE SIMILAR TO THAT OF THE HAMMER; A STONE, A BONE OF AN ANIMAL, AND A PIECE OF WOOD. THE STONE OR BONES WERE POUNDED AND SHAPED INTO A FLAT SHARP POINT.

THE FIRST TOOLS



AS THE CAVEMAN REALIZED THAT USING HIS TEETH WAS NOT THE BEST WAY TO CUT THROUGH MATERIALS, HE MADE A CUTTING TOOL BY POUNDING AND SHAPING A SHARP SMOOTH EDGE ON ONE SIDE OF A FLAT STONE OR BONE OF AN ANIMAL, AND ADDING A HANDLE OF WOOD. THEY WERE TIED TOGETHER WITH STRIPS OF ANIMAL SKIN.

THE FIRST TOOLS



IF A CAVEMAN WANTED TO KNOW THE LENGTH OF AN OBJECT, HE FOUND HE COULD PUT MARKS ON A STICK TO MEASURE DISTANCE.

TOOLS IN THE CLASSROOM

LESSON TWO

CONCEPT

We use tools to do our own work in the classroom.

PERFORMANCE OBJECTIVE

The learner will identify three tools he uses in the classroom.

LESSON TIME

30 minutes

RESOURCES REQUIRED

FOUND WITHIN LESSON	ACQUIRED BY INSTRUCTOR
Directions for constructing *Feel Box*	Crayons
Assessment item	Construction paper
	Scissors
	Stapler
	Paste

Resources Required (Continued)

FOUND WITHIN LESSON	ACQUIRED BY INSTRUCTOR
	Pencil
	Paint box
	Paint brush
	Feel box
	Rubber bands
	Writing paper
	Paper clips
	Water dish (for painting)
	Record
	Workbook
	Any other tools used in the classroom
	Tape recorder
	Record player
	Staple remover
	Screen
	Display table

INSTRUCTOR PREPARATION TASKS

Provide a screen behind the tools on display so that they can be placed out of sight of the learners.

Construct a feel box.

Obtain the following materials if they are used in your classroom:

1. Crayons
2. Construction paper
3. Paint box
4. Feel box
5. Rubber bands
6. Writing paper
7. Paper clips
8. Scissors
9. Stapler
10. Paste
11. Paint box
12. Tape recorder
13. Record player
14. Screen
15. Pencils
16. Paint brush
17. Water dish
18. Record
19. Workbook
20. Staple remover

Set up a display table with each tool represented.

Duplicate one copy of the assessment item for each learner.

INSTRUCTIONAL PROCEDURES

INTRODUCTION

Tools are very important to all of us.

Tools can be used in all kinds of work. Do you remember some of the types of work they do?

Desired responses:

1. Twisting
2. Measuring
3. Pounding
4. Holding
5. Cutting
6. Coloring

The caveman was the first person to use tools in doing work. Although the first tools were not at all like the ones we use today, they did make work easier. Today almost everyone uses tools in their job. Your job is going to school. You use tools to do your work everyday. Today we are going to find out what tools we use at school.

TASKS

We are going to take turns using the feel box containing tools.

The following items should be placed in the feel box one at a time: crayons, scissors, stapler, staple remover, glue bottle, pencil, felt pen, paint brush, colored construction paper, writing paper, water dish, paper clip, rubber band, paint box, record, and workbook. Place only one item mentioned in the feel box at a time. Call upon one child at a time to come and feel inside the box.

Tell us about what you feel. Is it hard, soft, smooth, or rough? Can you guess what it is? Is it something that helps us do our work?

Desired response: Yes, tools.

Write the word tools on the chalkboard. Continue until each child has had an opportunity to use the feel box.

Display various tools used in the classroom on a table. This might include a tape recorder, record player, scissors, paper, and rubber bands.

Allow the learners time to examine all the items (tools) on the display table. Explain the function of each tool.

We are going to play a game called "Guess What's Missing." I am going to ask you to hide your eyes or lay your head down on the table while I remove one of these tools from the table. When I say ready, you can raise your heads, look at the tools left on the table, and try to find out which one is missing. As soon as you think you know, raise your hand, and I will call on you for your answer.

Let's begin. Hide your eyes.

Have the learners hide their eyes or lay their heads down on the table. Remove one of the tools and place it behind the screen.

Ready, look at the table and see if you know what is missing.

Possible response: Record player

Good! How do we use the record player in our classroom?

Possible responses:

1. To play records
2. To listen to songs
3. To play games
4. To dance

Continue the game until most of the learners have had an opportunity to respond.

SUMMARY

There are many tools that we use in our classroom.

Point to several tools and allow the children to name them.

They all help us to do our work. You learned to identify at least three tools. In our next lesson you will learn to name the tools that you use.

ASSESSMENT PROCEDURES

DESCRIPTION

The instructor will read the directions, and the learner will respond by circling one of the following pictures:

1. Picture of a rake, a pencil, and a knife
2. Picture of a crayon, scissors, and a jar of paste
3. Picture of an electric toaster, a file, and a paint brush

DIRECTIONS

The instructor reads the following:

Your job is going to school. While at school you use many tools. Circle the number closest to the picture that shows three tools that you use in the classroom.

Assistance with the picture interpretation may be given by the instructor.

KEY

Picture 2 - Picture of a crayon, scissors, and a jar of paste

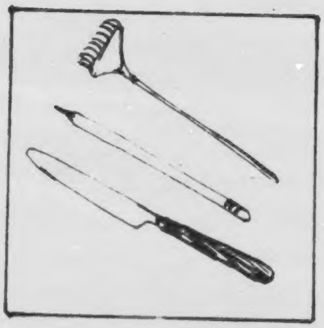
Name ______________

Date ______________

Lesson 2

ASSESSMENT ITEM

1



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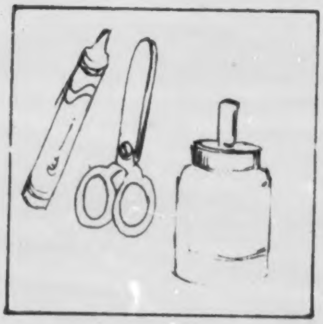

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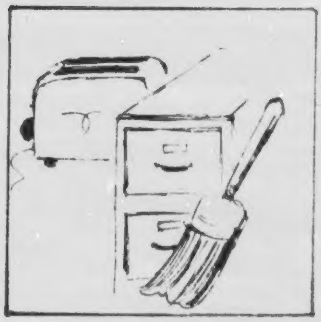


FEEL BOX

Materials:

Cardboard box with lid attached, any size large enough for child's hand.

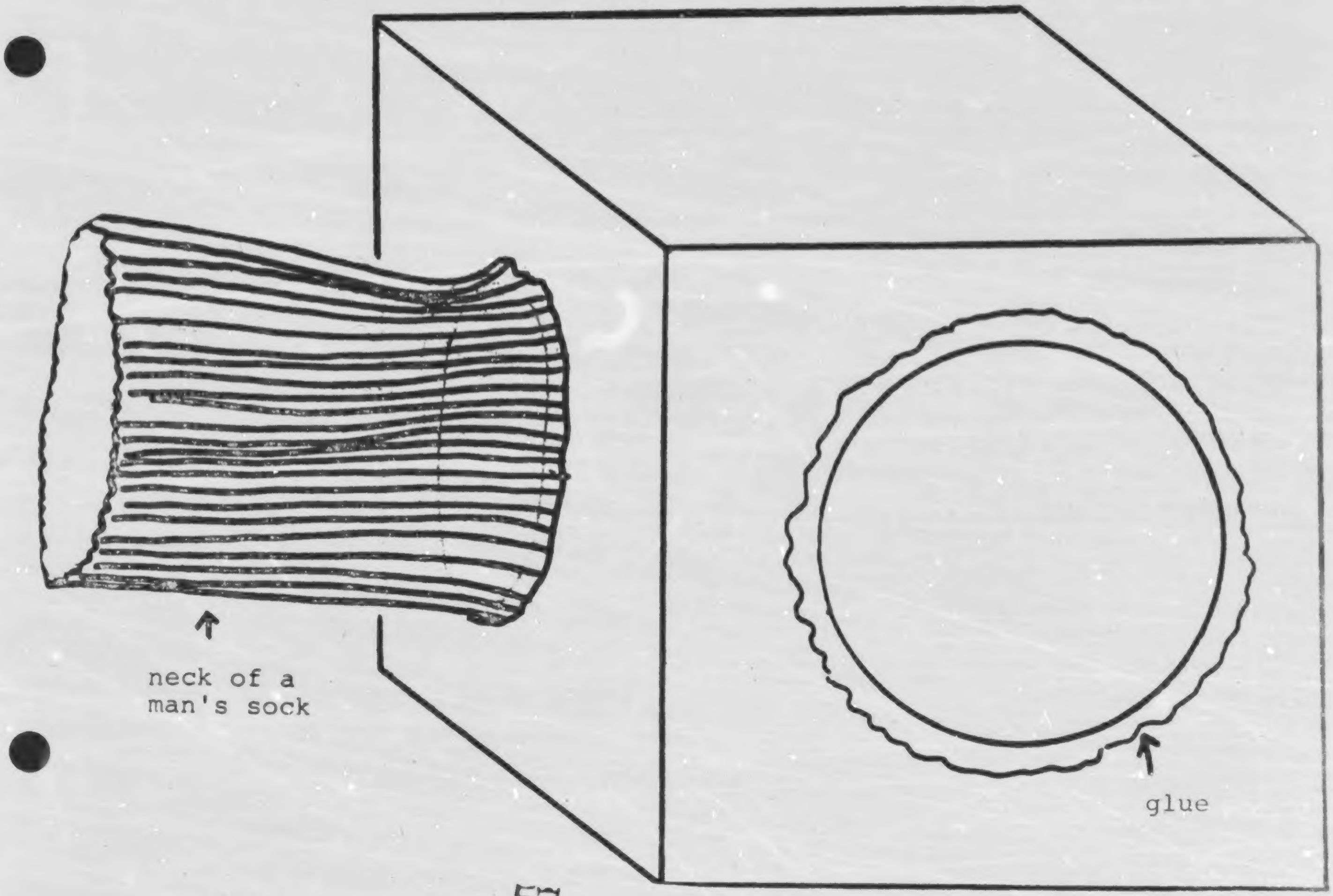
Glue

One or two pair of socks (depending upon the number of holes cut in box)

Scissors

Directions:

1. Cut a hole in one side, two sides, or four sides of the box large enough for a child's hand to go through.
2. Cut off the ribbed neck of the sock where the ribbing begins, disposing of the foot area.
3. Place glue around the outside edge of the holes.
4. Attach the raw edge of the stocking to the glued surface.



NAMES ARE IMPORTANT

LESSON THREE

CONCEPT

I can name all the tools I use in the classroom.

PERFORMANCE OBJECTIVE

Given a description of a tool used in the classroom and pictures of various tools, the learner will match the proper tool with its description.

LESSON TIME

30 minutes

NEW VOCABULARY

Detective	- person who uses clues to find information
Clues	- hints to help us find out something
Magnify	- make something larger
Magnifying glass	- something that helps us to see small things

RESOURCES REQUIRED

FOUND WITHIN LESSON	ACQUIRED BY INSTRUCTOR
Magnifying Glass Pattern	Crayons or paint
Dan the Detective Pattern	Tagboard
Clues for Tools	Opaque projector
Assessment item	Scissors
	Construction paper

INSTRUCTOR PREPARATION TASKS

Duplicate one copy of each of the following for instructor use:

1. *Clues for Tools* (on construction paper)
2. *Dan the Detective Pattern* (on tagboard using an opaque projector)

Write other clues on the blank squares of the worksheet *Clues for Tools* for any other tools that are used in the classroom. Cut out the clues and hide them throughout the room saving one for a sample to read to the learners.

Color and display a standup model of Dan the Detective in one area of the room.

Duplicate one copy of each of the following for each learner:

1. *Magnifying Glass Pattern* (on construction paper)
2. Assessment item pages

INSTRUCTIONAL PROCEDURES

INTRODUCTION

In our last lesson we identified the tools we used in our classroom. Can you remember some of these?

Possible responses:

1. Scissors
2. Paper clips
3. Staple remover

Today we will name the tools we use.

Address all the children, saying please turn off the "thingamajig" or please close the "whatchama call it." The learners may look puzzled and ask to what object you were referring.

Did you know what I was talking about? What could I have done to let you know?

Possible responses:

1. Point to the object
2. Look at one thing in particular
3. Call the object by name

Do we all have names? What things have names?

Possible responses:

1. Animals
2. Cars
3. Flowers

What about tools? Do our tools have names?

Possible response: Yes

Yes, the tools we use also have names! We are going to discover the names of different tools. It is important that we know the names of our tools so that we will be able to follow directions and use the right tools to do our work.

TASKS

Explain to the learners that a detective uses clues to find information (names of tools). Also explain that a "clue" is a hint that helps us find out about something we want to know. Show the learners Detective Dan holding a paper clue.

Here is a friend, Detective Dan. He searches for clues in order to track down people who have not obeyed the laws. You are going to be a detective today too, but you are going to be searching for clues that will help you name a tool.

This is what you will be looking for in our room.

Hold up one of the construction paper clues. Read the words written on the sample clue.

I am thinking about the something sharp that cuts. What is it?

Desired response: Scissors

How did you guess? That's right for my clue.

Read several of the clues to make certain all the learners understand the meaning of clues and how they should use clues to respond with the name of a tool.

In order for you to be a detective like Detective Dan, you will need a *magnifying glass* just like his. How can a magnifying glass help us?

Desired responses: To see small things

Yes, the word *magnify* means to make larger, which is just what the special type of glass in a magnifying glass does.

Distribute a construction paper pattern of the worksheet "Magnifying Glass" and a pair of scissors to each learner.

Cut out the magnifying glass on your worksheet. You will use it while looking for your clues. Since your magnifying glass is only make believe, you will just use it to pretend you are detectives.

There is a clue written on each piece of paper hidden around the room. As you find one of the hidden clues, bring it back to the circle, and I will read it aloud. It will be everyone's job to tell me the name of the tool.

Organize the learners in a circle allowing three or four at a time to search and bring back one clue each to the circle.

SUMMARY

How many tool names can you remember?

Possible responses:

1. Scissors
2. Record player
3. Pencil
4. Clock
5. Paste

Detective Dan helped us find out the names of our tools. Keep him smiling by not forgetting them. In our next lesson we will learn to choose the tools we will need to do our jobs. Please bring a shoe box for our next lesson.

SUPPLEMENTAL ACTIVITIES

Introduce the parts and shape of a ruler (inch lines and numerals). Have the learner draw a picture of a ruler and tell its parts orally.

Divide the learners into groups of three. Have the learners make up a riddle of their own, with each learner contributing something to the riddle.

Example:

1. *I am made out of wood.*
2. *I am skinny.*
3. *I am used for painting.*

Answer: Brush

Have the learners identify three school tools by pointing to them when the instructor calls their names.

Example:

1. *Glue*
2. *Crayons*
3. *Stapler, etc.*

ASSESSMENT PROCEDURES

DESCRIPTION

The instructor will read the directions, and the learners will respond by circling the number by one of the following pictures:

Part A - Picture of crayons, movie projector, book, clock
Part B - Scissors, ladder, stapler, paste
Part C - Typewriter, tape recorder, knife, wastebasket
Part D - Movie screen, telephone, hammer, scissors

DIRECTIONS

The instructor reads the following:

Part A - Put your finger by the top row of pictures. As I read something about a tool, see if you can find the picture of that tool and circle the number closest to the picture.

> I am used to add color to a picture. I wear a paper covering around my body. Who am I?

Part B - Put your finger by the next row and listen as I read:

> I can help you to hold your papers together. In order to use me you must slap me on the back. Who am I? Circle the number closest to the picture of me.

Part C - Now turn to the next page and top row and listen as I read:

> I can record your voice and play it back to you. I have several buttons. Who am I? Circle the number closest to the picture of me.

Part D - Put your finger by the bottom row and listen as I read:

> I make a noise like this: snip, snip, snip! I like to cut. Who am I? Circle the number closest to the picture of me.

KEY

Part A - 1. Picture of crayons
Part B - 2. Picture of stapler
Part C - 3. Picture of tape recorder
Part D - 4. PIcture of scissors

Name ____________

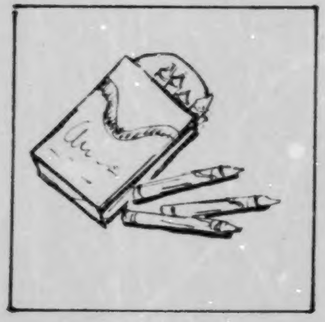
Date ____________

Lesson 3

ASSESSMENT ITEM

A

1



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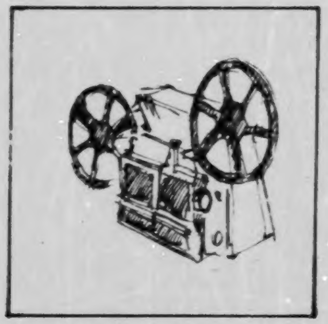

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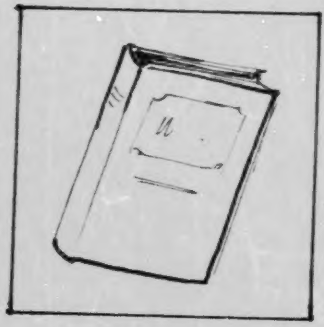

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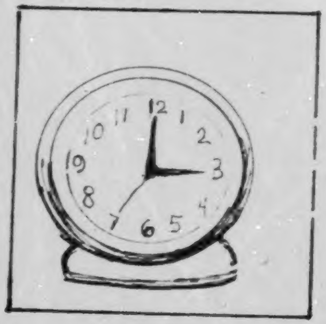
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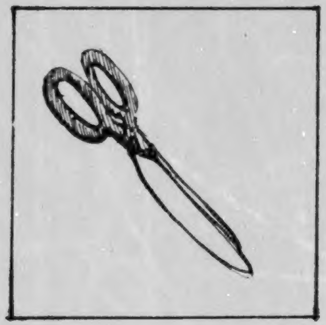

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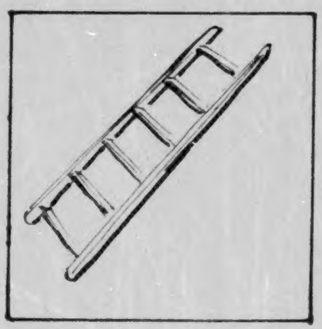

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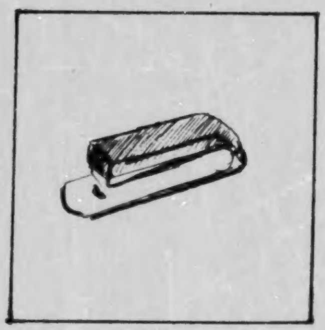

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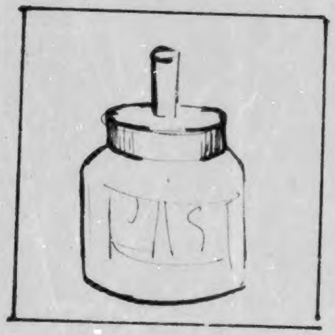

Name ______________

Date ______________

Lesson 3

ASSESSMENT ITEM
(Continued)

C

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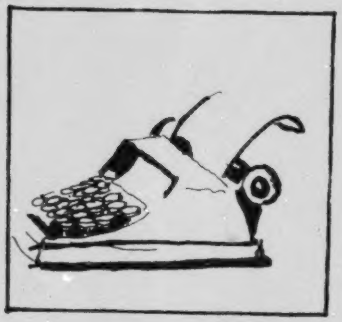

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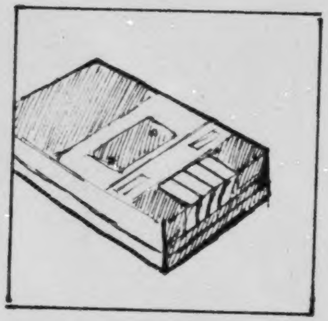

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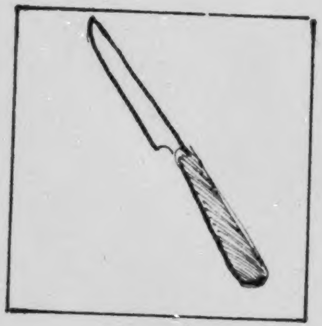

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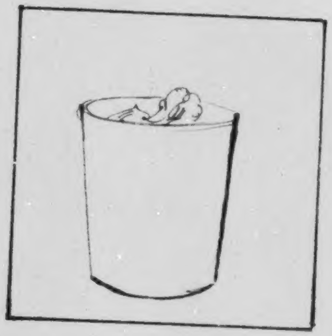

D

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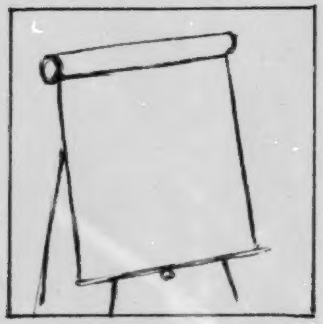

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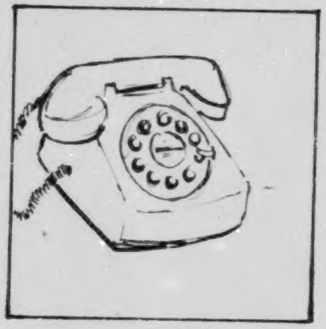

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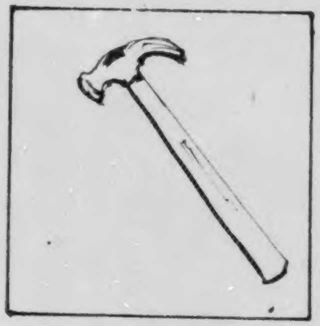

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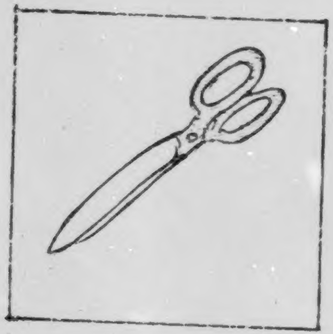


CLUES FOR TOOLS

I come in a jar. I am white and sticky. Who am I? Answer: Paste	I can record your voice and play it back to you. I have many buttons and a long cord. Who am I? Answer: Tape recorder
Your instructor likes to put round discs on top of me. I have an arm with a needle on the end. Who am I? Answer: Record player	I have two hands and a face. I have twelve numbers on my face. I tell you when it is time to go to lunch. Who am I? Answer: Clock
I make a noise like this: snip, snip, snip! I like to cut. Who am I? Answer: Scissors	You can write with me. You hold me in your hand. Who am I? Answer: Pencil
I am round and stretchy. Sometimes I hold your pigtails together and other times I hold papers together. Who am I? Answer: Rubber band	I have many colors. I have a cover. I have words and sometimes pictures. I sit on a shelf. Who am I? Answer: Book

CLUES FOR TOOLS
(Continued)

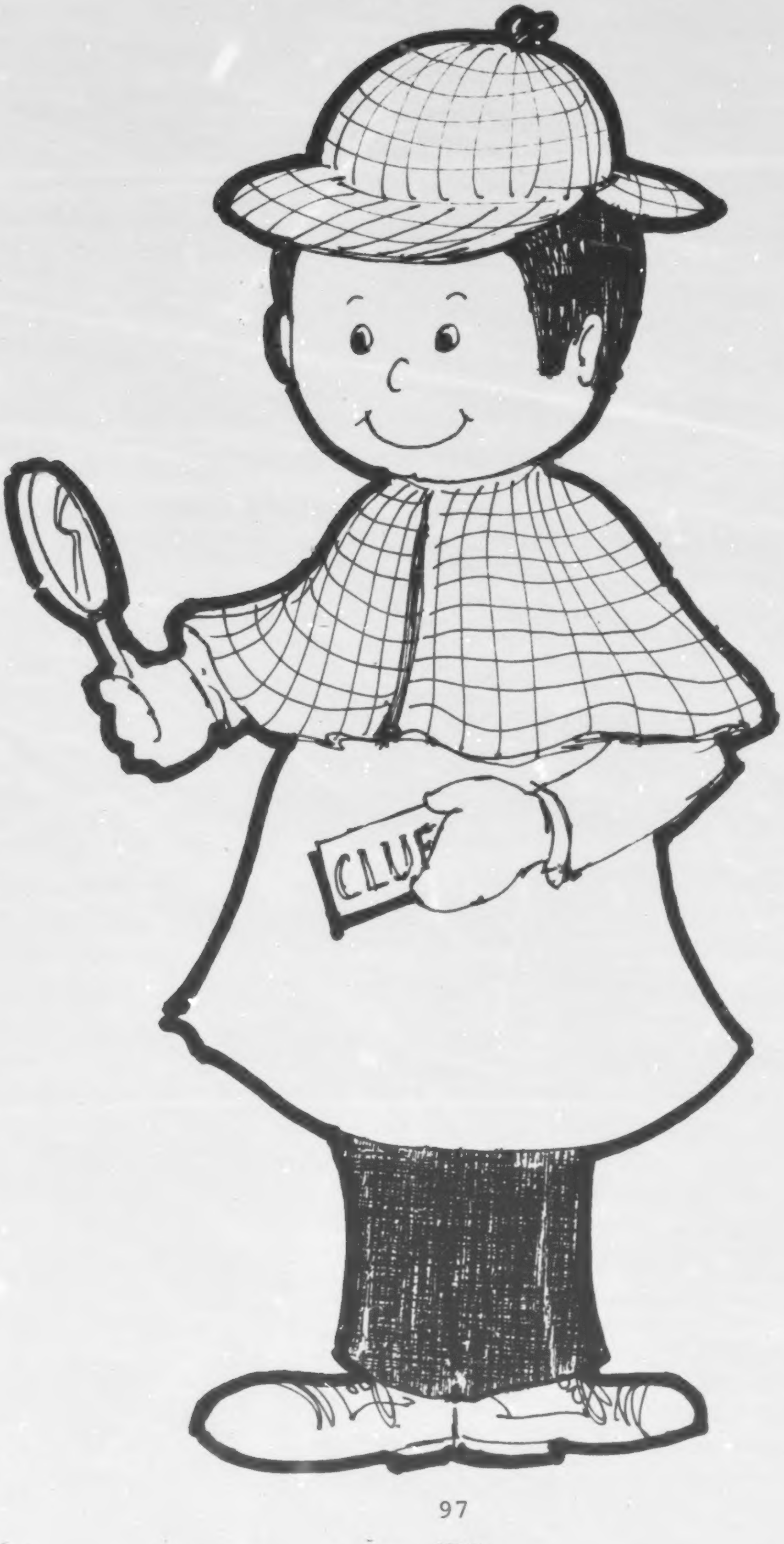
Lesson 3

I can make moving pictures appear on a screen. I am quite large and must be handled with great care. Who am I? Answer: Movie projector	I can help you to clip your papers together. In order to use me you slap me on the back. Who am I? Answer: Stapler
I am used to add color to a picture. I wear paper covering around my body. Who am I? Answer: Crayon	I am usually white from head to toe and you use me on a special board. Who am I? Answer: Piece of chalk
I am long and skinny and made of wood. You can use me to measure how tall you are. Who am I? Answer: Ruler or yardstick	I am long and skinny and am used for painting. Who am I? Answer: Paint brush
I am related to Mr. Scissors. I am used by adults, not by children. I cut many pieces of paper at once. Who am I? Answer: Paper cutter	I can make marks on your paper disappear like magic. I come in many colors and shapes. You hold me in your hand to use me. Who am I? Answer: Eraser

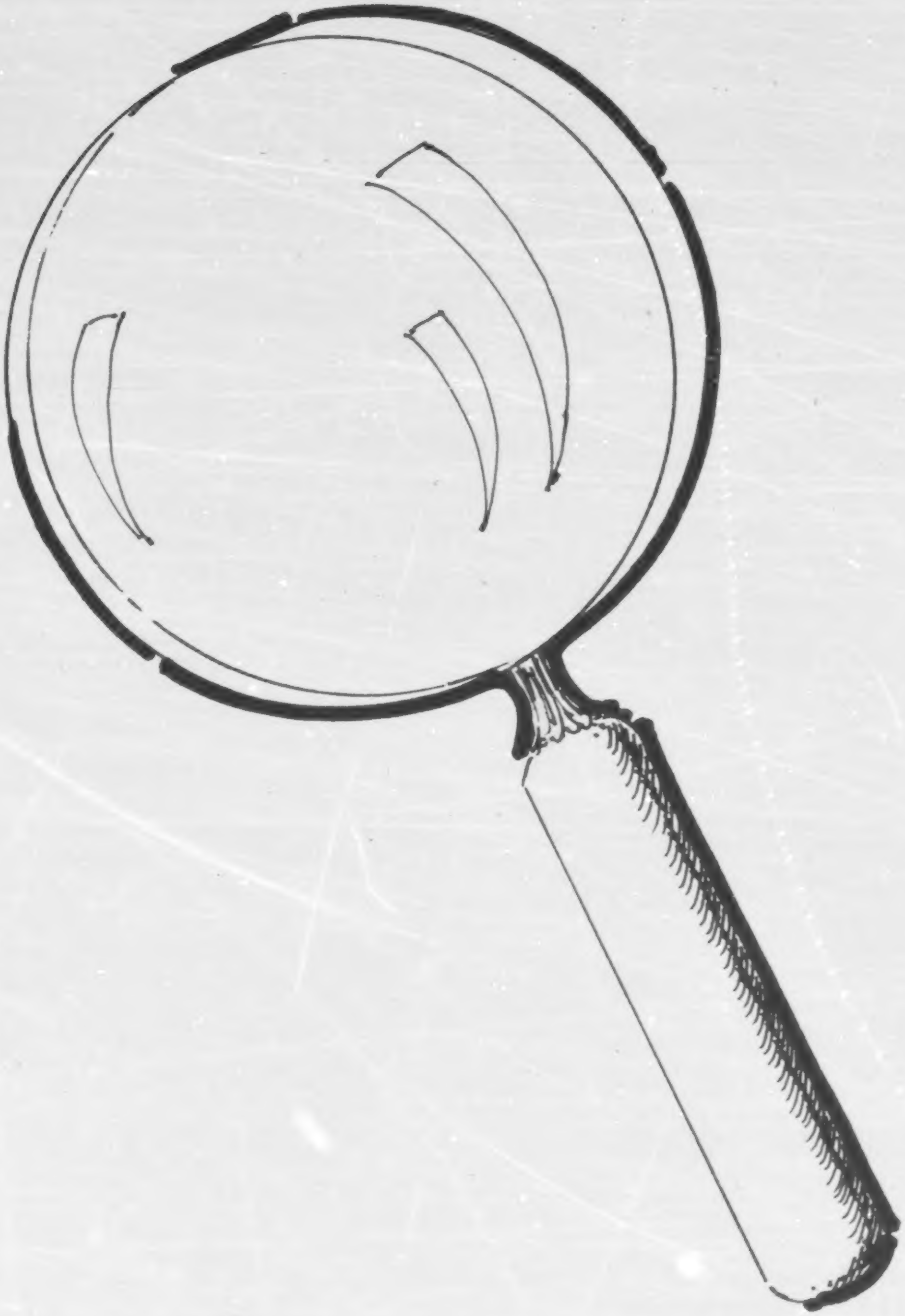
CLUES FOR TOOLS
(Continued)

I go around punching paper, but I'm no meanie. I help you by putting holes in paper where you want them. Who am I? Answer: Paper punch	

PATTERN FOR DETECTIVE DAN



PATTERN FOR MAGNIFYING GLASS



TOOLS TO MATCH THE TASK

LESSON FOUR

CONCEPT

There are special tools for specific tasks.

PERFORMANCE OBJECTIVES

Given an example of a task, the learner will state the tools he will need to perform the task.

Given a task and a tool, the learner will demonstrate the proper use of a tool in performing the task.

LESSON TIME

30 minutes

RESOURCES REQUIRED

FOUND WITHIN LESSON	ACQUIRED BY INSTRUCTOR
Picture masters of *Children Using Tools Improperly*	Shoe boxes Scissors
Shapes Worksheet	Paste
Assessment Item	Construction paper

Resources (Continued)

FOUND WITHIN LESSON	ACQUIRED BY INSTRUCTOR
	Opaque Projector
	Crayons
	Pencils
	Toothbrush
	Hammer
	Scotch tape
	Knife
	Spoon
	Pins
	Erasers
	Clay
	Any other tools available in classroom

INSTRUCTOR PREPARATION TASKS

Obtain an opaque projector. Prepare to show the picture masters of *Children Using Tools Improperly.*

Decide upon an area of the room to be used as a work area. Set up several work areas for the learners.

Duplicate one copy of each of the following for each learner:

1. *Shapes Worksheet*
2. Assessment item

Set up a supply table with a wide variety of items (tools).

Cut out several shapes for demonstration purposes.

Organize one shelf or area of the room with the following items for each learner:

1. Shoe box
2. *Shapes Worksheet*
3. Paste
4. Scissors
5. Pencil
6. Crayons
7. Construction paper

INSTRUCTIONAL PROCEDURES

INTRODUCTION

In our last lesson we learned the names of the tools we use to do our work. Now we should be able to choose the tools we'll need to do certain jobs. It is important for you to know that different tools do different kinds of work. Let's look at some pictures of children using tools.

Show pictures of "Children Using Tools Improperly" on an opaque projector.

How about Jerry?

Show picture of Jerry pasting a picture by means of an oversized paint brush.

Did Jerry pick the right tool to do his work? What would have been a better tool?

Possible responses:

1. His finger
2. A smaller brush

Mary wants to hand her painting on the bulletin board. She has decided to use this tool.

Show picture of Mary attempting to attach her picture by means of nails and a hammer.

Do you think that tool will help her do the job?

Desired response: No

What would have been a better choice?

Desired responses:

1. Tacks
2. Pins

Janet wants to listen to a record. What tool should she choose?

Show picture of Janet holding a tape recorder and a record player.

Desired response: Record player

Will this tool help her do her job?

Desired response: Yes

Let's put on our thinking caps so that when we have a job to do we'll be able to choose the proper tools we'll need to do it.

TASKS

Today we are going to make a picture. In order to do this I will need your help to decide the tools we will need to help us.

Draw the attention of the learners to the supply table.

This is our tool supply. Most of these things are tools we use often in our room. We will not need all of these to do our work today, so it will be up to you to choose the right ones.

Show the learners the "Shapes Worksheet."

This is the worksheet you are going to use. You are going to use these shapes to make a make-believe animal. You can make a funny one, a scarey one, or a strange one.

It doesn't have to look like a real one, so yours should all be different. I will explain what you need to do to complete the job, and I want you to tell me what tools and materials you will need.

First we need to add color to the shapes on the worksheet. Who can tell me the tool we can use on the supply table?

Desired response: Crayons

Next we will cut out the shapes. I see some cutting tools on the supply table, but only one is good for the job to be done. Which one do we need?

Desired response: Scissors

Now we will need to use something to attach the shapes on our piece of construction paper.

Hold up a piece of construction paper and one of the shapes.

What should we use on the supply table? Should we use the toothbrush or scotch tape?

Desired response:

We should use paste because the toothbrush helps us clean our teeth, and scotch tape is not as good as paste for this type of job.

We will also need to write our names on our paper. Which tool on the supply table would be the best tool?

Desired response: Pencil

Very good, now we are almost ready to begin. As I call your name, go to the shelf *(area supplied with only those items to be used in the activity)* and pick up one of the shoe boxes. Gather all the supplies you will need and carry them to the work area *(point to the area of the room to perform the task)* where you can begin to make your animal picture.

You may begin when you are seated at your table. Be sure to think about what you will make with your shapes before you begin to paste. Remember to start by coloring your shapes, then cutting, and finally pasting.

Be thinking about the tools you're using to do your work. Do you think we would have trouble completing our task without these tools?

Desired response: Yes

SUMMARY

Allow time for all learners to share their pictures.

Our jobs are easy to do if we choose the right tools. It is important for you to be able to decide for yourself what tools you will need to do different jobs in our classroom.

It is also important that you know how to use the tools properly. Who can tell me what we need to remember about using our tools properly?

Desired responses:

When you use scissors you must insert the middle finger and thumb correctly into the scissor's opening. Hold the scissors in one hand and guide the paper with the other hand. Keep the fingers away from the blade of the scissors. Carry the scissors with the points directed to the floor. Keep the scissors away from clothing.

When you use paste, use as little as possible. Don't put the paste in your mouth. Keep it away from clothing. Apply it to the back of the paper you are pasting. Put the lid on the jar to prevent it from drying out.

When you use crayons, you can use all the parts of the crayon to create different effects, straight clean lines, shading, and blending. To prevent breaking don't press too hard. Keep the crayons off the floor. Keep away from clothing.

It is also important that you learn how to use your tools safely. In our next lesson we will talk about ways to use tools safely.

ASSESSMENT PROCEDURES

DESCRIPTION

The instructor will read the directions, and the learners will respond by circling the number above one of the following pictures:

Part A - 1. Hammer, file, saw
2. Scissors, paste, crayons
3. Broom, dustpan, note paper

Part B - 1. Frying pan
2. Crayon
3. Toothbrush

DIRECTIONS

Part A - The instructor reads the following: If the teacher asked you to make a picture of an animal, what tools would you need to do this? Circle the number closest to the picture that shows the tools you would use.

Part B - The instructor reads the following: If your mother asked you to go clean up and get ready for school, which tool would help you to do this? Circle the number closest to the picture that shows a tool that would help you clean up for school.

KEY

Part A - 2. Scissors, paste, crayons
Part B - 3. Toothbrush

Name ______________

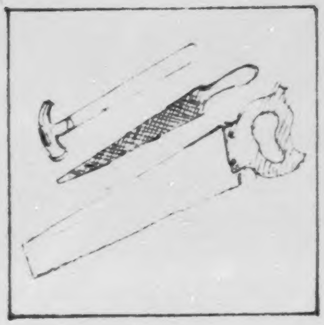
Date ______________

Lesson 4

ASSESSMENT ITEM

A

1



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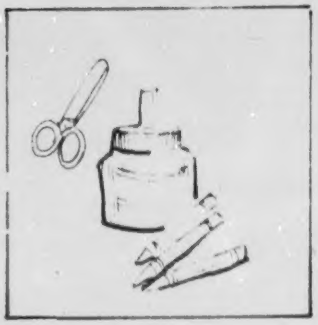

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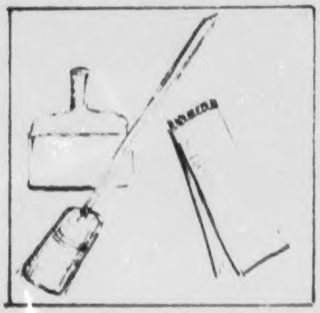
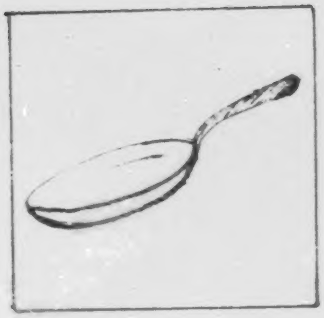


B

1



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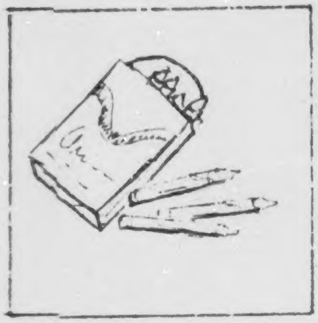

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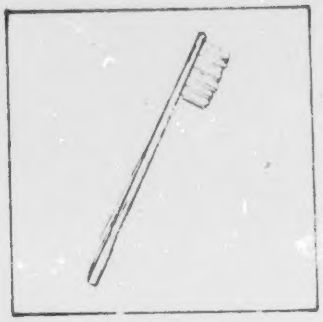
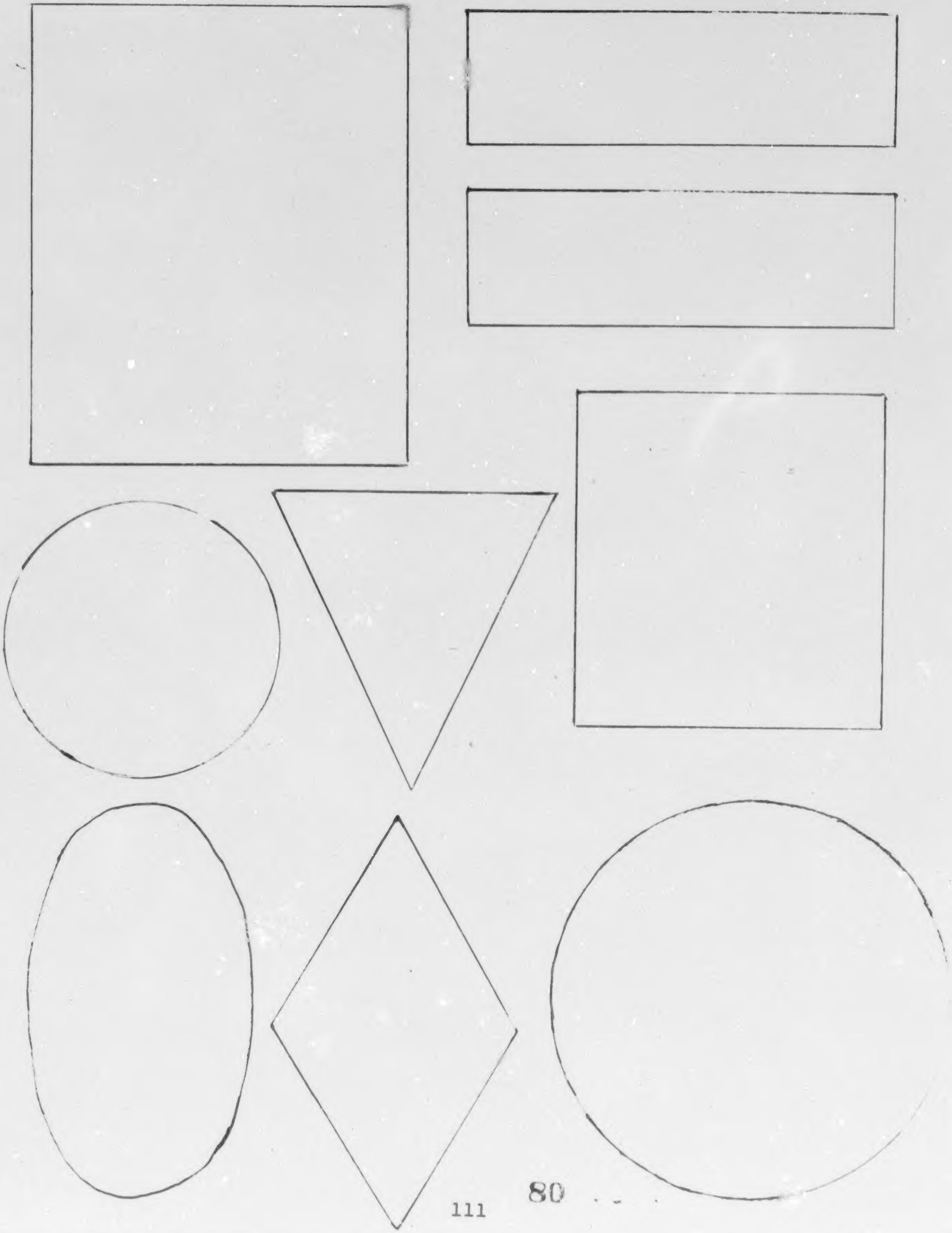
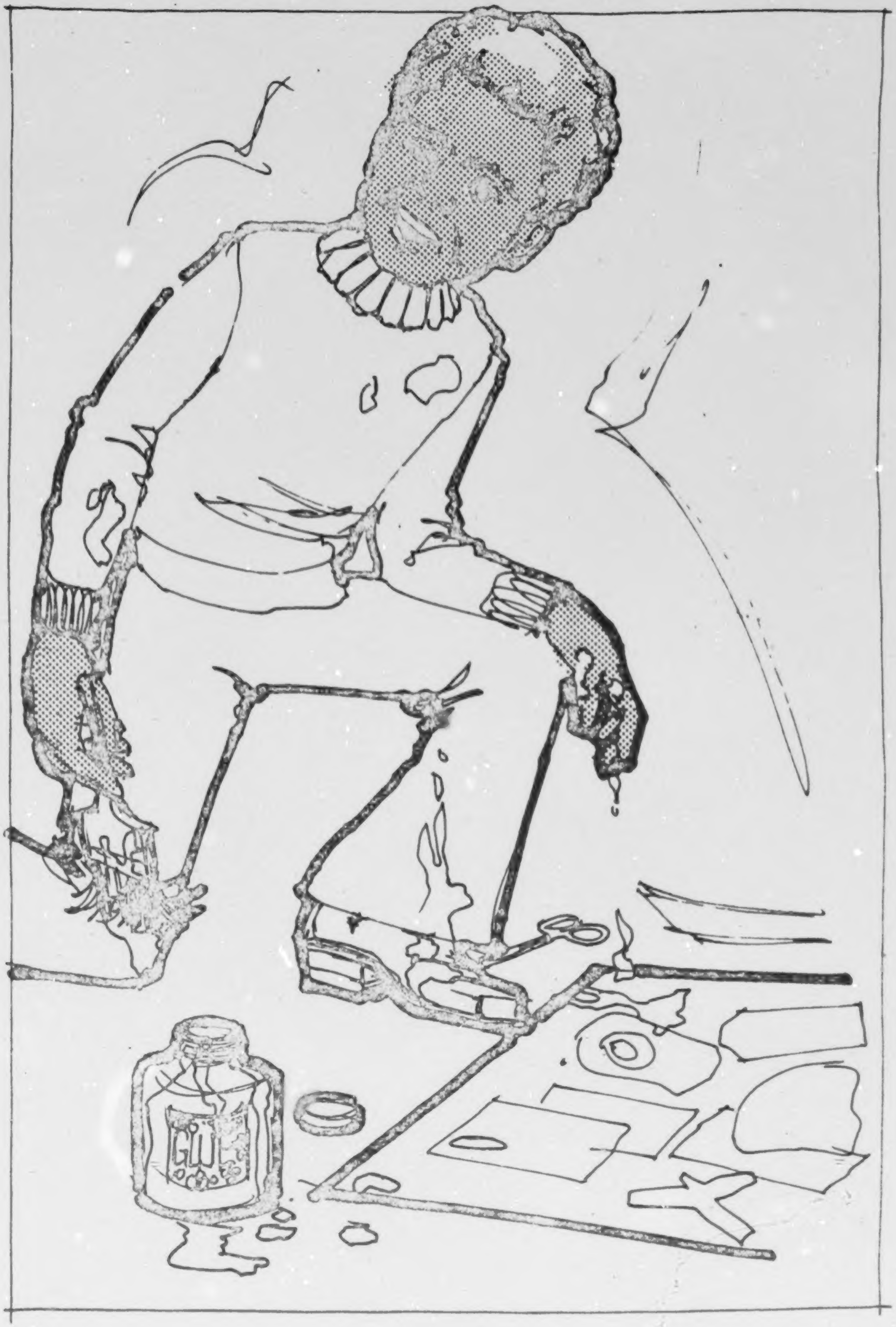


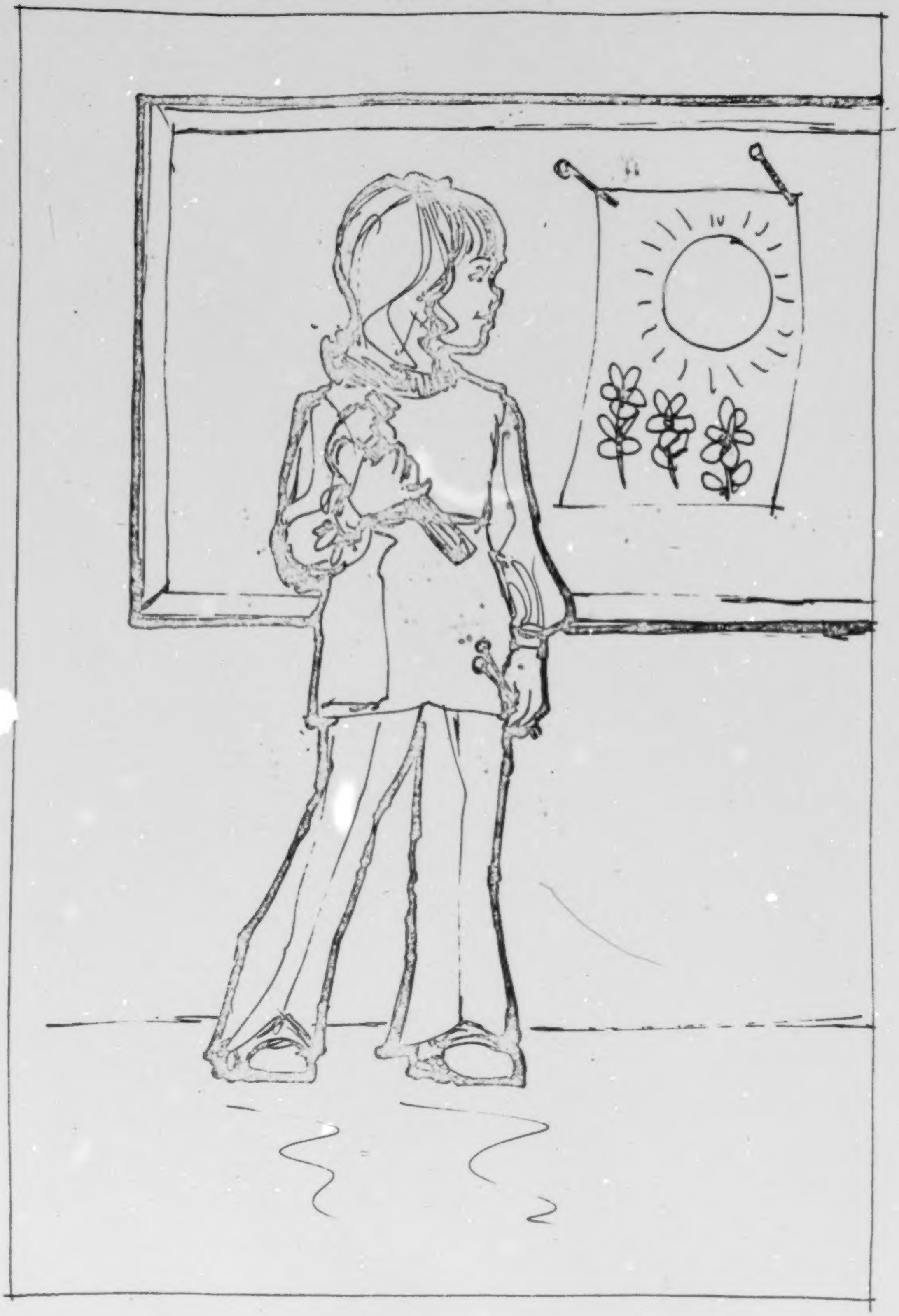
SHAPES WORKSHEET



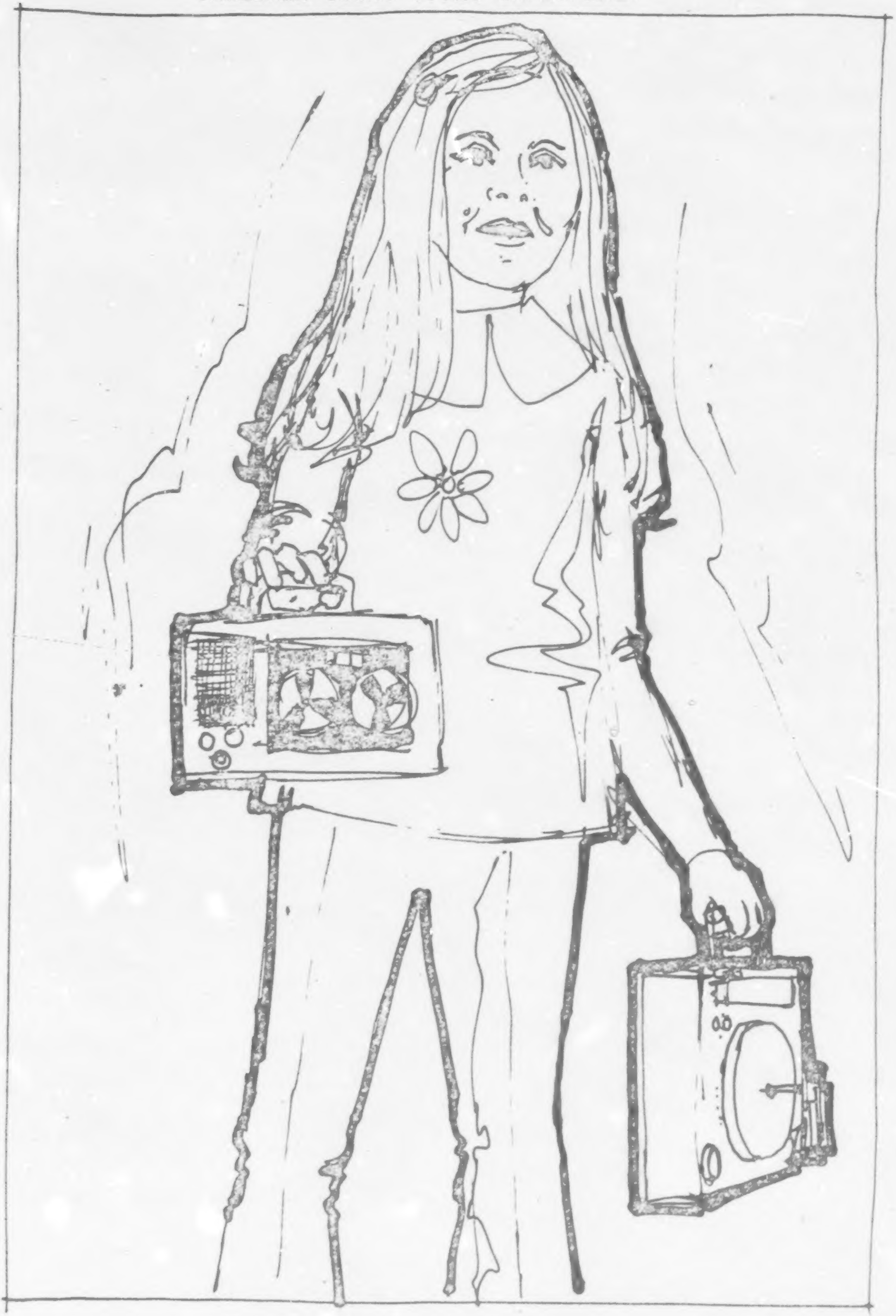
CHILDREN USING TOOLS IMPROPERLY



CHILDREN USING TOOLS IMPROPERLY



CHILDREN USING TOOLS IMPROPERLY



SCHOOL WORKERS AND THEIR TOOLS

LESSON FIVE

CONCEPT

School workers use certain tools in performing their work.

PERFORMANCE OBJECTIVE

Given an example of an adult school worker and pictures of various tools, the learner will match the school worker with the tools he uses in his job.

LESSON TIME

360 minutes

Session I	60 minutes
Session II	60 minutes
Session III	60 minutes
Session IV	60 minutes
Session V	60 minutes
Session VI	60 minutes

NEW VOCABULARY

Adults - grown-up people

Responsibilities - things you should do (usually without someone else telling you)

Custodian - the man who takes care of the school (inside and outside) and all school equipment

RESOURCES REQUIRED

FOUND WITHIN LESSON	ACQUIRED BY INSTRUCTOR
Pictures of *School Workers* *Information Sheet For School Workers* Assessment item	Resource people: 1. Secretary 2. Principal 3. Teacher 4. Librarian 5. Nurse or medical aide 6. Custodian

INSTRUCTOR PREPARATION TASKS

Post pictures of *School Workers* on the chalkboard or for a more attractive display duplicate and color one copy of each picture.

Arrange a convenient time with a school worker for the class to visit his/her office. Furnish each school worker with the information sheet which explains the purpose of the visit. If it is inconvenient for the class to visit the workers, the instructor could simulate the work site in the room and invite the resource person to come to the classroom to talk about his/her job.

Duplicate six copies of the *Information Sheet For School Workers.*

Duplicate one copy of the assessment item pages for each learner.

INSTRUCTIONAL PROCEDURES

SESSION I

INTRODUCTION

I want you to think about our last lesson. Can you remember why it is important for us to use our tools properly?

Why?

Possible responses:

1. For safety
2. To do a good job
3. To be able to finish our work properly and quickly

There are many other people in our school who use tools to do their jobs. Can you think of some adults who work with tools in our school?

Possible responses:

1. Nurse or medical aide
2. Teacher
3. Principal
4. Secretary
5. Librarian
6. Custodian

It is important for you to know these people and the tools they use because they help us during the school day. We will visit some of these people and see exactly what they do.

Do you remember the names of some of the tools we use here in our room?

Desired responses:

1. Scissors
2. Thumbtacks
3. Pins
4. Clock
5. Stapler

Today we will be looking for tools that the secretary in our school uses. Try to remember the tools you see so that we can list them on the chalkboard under the picture of the secretary when we come back to the room.

Point to the five pictures of school helpers displayed on the board.

Involve the learners in a discussion about behavior to be observed in visiting the offices of the school personnel.

There are certain things you will need to remember during our visit to the secretary's office. It is important that we use good manners. Since there are so many of us, we will need to walk quietly to the office so we do not disturb any other classes. What are some other things we will need to do?

Desired responses:

1. Stay close together
2. Enter the office quietly
3. Listen carefully as the secretary speaks to us
4. Raise our hands to ask questions

After the secretary is finished, we should thank her for talking with us and return quietly to our room.

TASKS

The learner will be given an explanation by the secretary of the work she performs.

Upon returning to the classroom ask the learners to orally state some tools that the secretary used in performing her job. List these tools on the chalkboard under the picture of the secretary.

Did you enjoy your visit to the secretary's office? She uses many tools to do her work. Can you remember some of the tools that the secretary uses?

Desired responses:

1. Typewriter
2. Pencil
3. Eraser
4. Filing cabinet

SUMMARY

Soon we will visit our principal so that we can find out what kinds of tools he/she uses.

SESSION II

INTRODUCTION

Mr. (Miss, Mrs.) ________________ (principal's name) is very excited because we are going to visit him (her) today. Do you remember who we visited in our last session?

Desired response: The secretary

Why did we go to the secretary's office?

Desired responses:

1. To see who she is
2. To see the kinds of work she does
3. To see the tools she uses

When we visit our principal today, I want you to remember what tools he uses. When we return to the room, we will record them under the picture of the principal on our chalkboard.

Review the field trip behavior and procedures as done in Session I.

TASKS

The learner will be given an explanation of the work that the principal performs. This explanation will be given by the principal.

Upon returning to the room ask the learners to orally state some tools that the principal used in performing his/her job and record these on the chalkboard under the picture of the principal.

The principal uses many different tools in doing his/her job. Can you name some of the tools he/she uses?

Possible responses:

1. Telephone
2. File cabinet
3. Pencil
4. Stapler
5. Typewriter

SUMMARY

Our principal is a very busy person with many different kinds of jobs to do. He/she needs tools to do these jobs, just as we need tools to do our work. Do you think teachers need tools? We'll find out in our next session.

SESSION III

INTRODUCTION

In our last session, we visited our principal and watched him/her use tools to do his/her work. Do you remember some of the tools we saw?

Possible responses:

1. Telephone
2. Typewriter
3. Pencil

There is another important worker in our school. He/she helps children to learn in the classroom. Who am I thinking of?

Desired response: **Teacher**

That's right, a teacher. Today we will visit a teacher to see what kinds of tools he/she uses to do his/her job. Remember some of the tools you see, and we will record them under the picture of the teacher on our chalkboard.

TASKS

The learner will be given an explanation of the work that the teacher performs. This should be done by the resource teacher.

Upon returning to the classroom ask the learners to orally state some tools that the teacher used. ***Record*** *these on the chalkboard under the picture of a teacher.*

What does a teacher do?

Desired responses:

1. Teaches school
2. Grades papers
3. Takes roll
4. Reads stories

What does she need to do these things?

Desired response: **Tools**

What kinds of tools did we see the teacher using?

Desired responses:

1. Pencils
2. Workbooks
3. Books

SUMMARY

In our next session we'll find out what kinds of tools the librarian needs to do his/her job.

SESSION IV

INTRODUCTION

Who did we visit for our last session?

Desired response: A teacher

Can you name some tools that the teacher used in his/her classroom?

Desired responses:

1. Scissors
2. Clock
3. Roll book

We have another person in our school who helps children. He/she takes care of all the books in our library. He/she uses many tools to do his/her work in the library. Can someone tell me what we call him/her.

Desired response: Librarian

Let's visit the library and see what tools are used.

TASKS

The learner will be given an explanation of the work that the librarian performs. This should be done by the librarian.

Upon returning to the classroom ask the learner to orally state some tools that the librarian used in performing his/her job.

We have seen some of the tools that the librarian used to do his/her job. Do you think you would like to work in a library at some time? What tools does the librarian use in doing his/her job.

Record their responses on the chalkboard under the picture of a librarian.

Desired responses:

1. Date stamp
2. Pencils
3. File drawers
4. Card file
5. Paste

SUMMARY

In our next session we will visit our nurse or medical aide to see the kinds of tools he/she uses to do his/her job.

SESSION V

INTRODUCTION

We have a library in our school. It is full of wonderful books and magazines. Do you remember what we call the worker who takes care of the library?

Desired response: The librarian

What kinds of tools did he/she use to do his/her work?

Desired responses:

1. Pencils
2. Calendar
3. Books
4. Library cards
5. Date stamp

Today I'm thinking of another helper. There is someone who cares for us when we're sick and bandages our cuts and scrapes. Can you guess who I'm thinking of?

Desired response: Nurse or medical aide

Today we will visit him/her to see the kinds of tools he/her uses to do his/her job. Keep your eyes open wide and be looking for all the different kinds of tools in the aide's office. Remember what you see so that we can record them on the chalkboard.

TASKS

The learner will be given an explanation of the work that the nurse or medical aide performs. This should be presented by the nurse or medical aide.

Upon returning to the classroom, ask the learners to orally state some tools that the medical aide uses in performing his/her job.

Our nurse has a very important job to do. What tools help to make his/her job easier?

Desired responses:

1. Thermometer
2. Scale
3. Band-aid
4. Cotton

SUMMARY

Who think that they might like to have a job like this? Would you also need tools?

Desired response: Yes

We will visit the custodian in our school in our next session.

SESSION VI

INTRODUCTION

Another very important worker in our school is our custodian. The *custodian* is the person who is in charge of taking care of the school building, inside and outside, and all the school equipment. Let's visit him today to see what tools he uses to do his work. Do you remember who we visited in our last session?

Desired response: Nurse or medical aide

What tools did he/she use?

Desired responses:

1. Scissors
2. Band-aids
3. Thermometer

Do you think our custodian uses any of these tools? Let's go see.

TASKS

The learner will be given an explanation of the work that the custodian performs. This should be presented by the custodian.

Upon returning to the classroom ask the learners to orally state some tools that the custodian used in performing his job. Record their responses on the chalkboard under the picture of a custodian.

What types of tools did our custodian use to do his job?

Desired responses:

1. Broom
2. Keys
3. Floor polisher
4. Cleaning products
5. Hammer
6. Saw

SUMMARY

We have taken many trips to see the different workers in our school. Do you remember who we saw?

Desired responses:

1. Teacher
2. Librarian
3. Principal
4. Secretary
5. Nurse or medical aide
6. Custodian

What did they use to make their jobs easier?

Desired response: Tools

That's right...tools! What are some of the different kinds of tools we saw?

Possible responses:

1. The secretary used a typewriter
2. The nurse used a thermometer

Encourage the children to use complete sentences.

All of the helpers in the school are important, and so are their tools. Each helper has his own special tool to use to make his job easier. It is important for us to know which worker uses which tool. If we need help, we will know who to go to see. Soon we will be talking about tools that people in our family use.

The learners may want to write thank-you notes to the adults whom they observed on their field trips.

SUPPLEMENTAL ACTIVITIES

Have learners name an occupation (other than those found on the field trip) and state what tools are used for that occupation. Example: A gardener uses a hoe, shovel, and rake.

Show the learner a tool and have him tell you what function the tool performs.

The learners will draw adults in the school setting performing a task. Include in the drawing tools used in performing the task.

ASSESSMENT PROCEDURES

PART A

DESCRIPTION

The instructor will read the directions, and the learners will respond by circling the number by one of the following pictures:

1. Ruler
2. Thermometer
3. Scales

DIRECTIONS

The instructor reads the following: There are adults at school who help you. Each of them uses different kinds of tools. When you have a cold, the medical aide uses certain tools to care for you. Draw a circle around the number closest to the picture of a tool she might use to help you.

KEY

2. Thermometer

PART B

DESCRIPTION

The instructor will read the directions, ard the learner will respond by circling the number by one of the following pictures:

1. Typewriter
2. Paintbrush
3. Record player

DIRECTIONS

The instructor reads the following: The secretary is another school worker who helps us at school. See if you can find the picture that shows a tool she might use in doing her work and draw a circle around the number closest to that picture.

KEY

1. Typewriter

PART C

DESCRIPTION

The instructor will read the directions, and the learners will respond by circling the number by one of the following pictures:

1. Chalkboard
2. Record player
3. Whistle

DIRECTIONS

The instructor reads the following: When you need help, the teacher uses tools in helping you learn to read. Circle the number closest to the picture that the teacher probably does NOT use in the classroom.

KEY

3. Whistle

PART D

DESCRIPTION

The instructor will read the directions, and the learner will respond by circling the number by one of the following pictures:

1. Electric floor polisher
2. Movie projector
3. Typewriter

DIRECTIONS

The instructor reads the following: One of the ways the custodian helps us is by making certain the school is clean. Circle the number closest to the picture that shows a tool he would use.

KEY

1. Electric floor polisher

PART E

DESCRIPTION

The instructor will read the directions, and the learners will respond by circling the number by one of the following pictures:

1. Telephone
2. Ladder
3. Cash register

DIRECTIONS

The instructor reads the following: The principal does many things to help us at school. He is in charge of almost everything that goes on at school. Circle the number closest to the picture that shows a tool the principal would use at school.

KEY

1. Telephone

PART F

DESCRIPTION

The instructor will read the directions, and the learners will respond by circling the number of one of the following pictures:

1. Library card
2. Sewing machine
3. Sawhorse

DIRECTIONS

The instructor reads the following: The librarian is the person who takes care of the library in our school, and teaches us how to find and use the materials (books, magazine, newspaper, etc.) there. Circle the number closest to the picture that shows a tool the librarian would use at school.

KEY

1. Library card

Name ______________

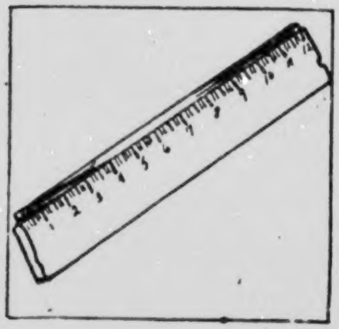
Date ______________

Lesson 5

ASSESSMENT ITEM

A

1



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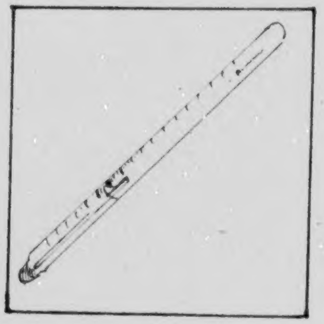

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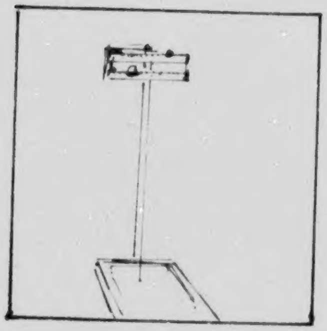

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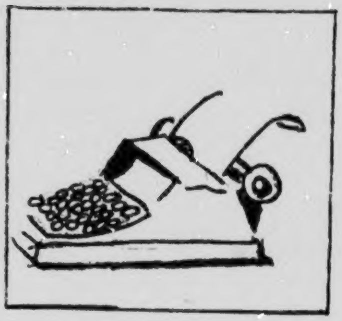

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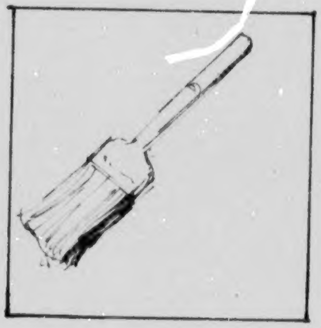

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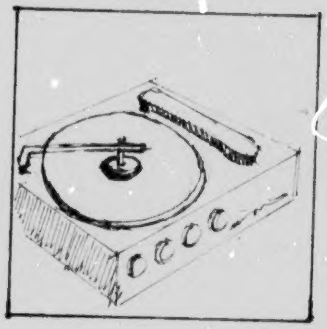

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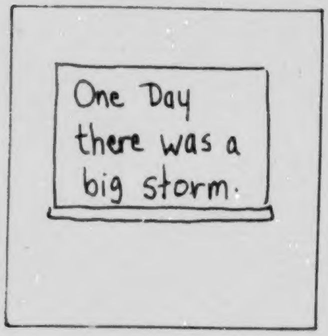
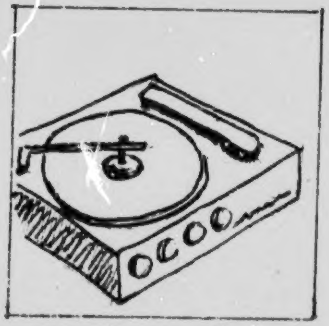

One Day
there was a
big storm.

2



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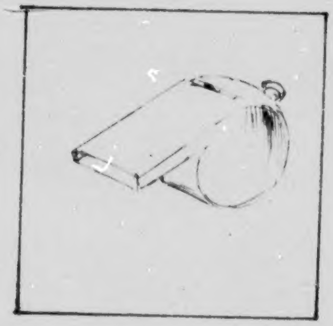

ASSESSMENT ITEM
(Continued)

Name ____________________

Date ____________________

Lesson 5

D

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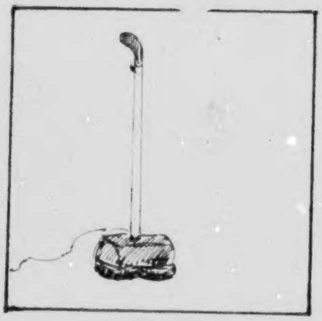

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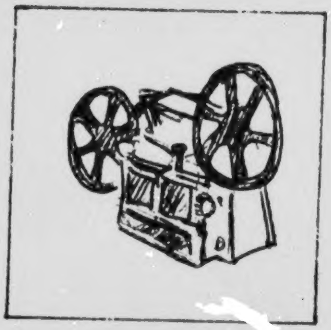

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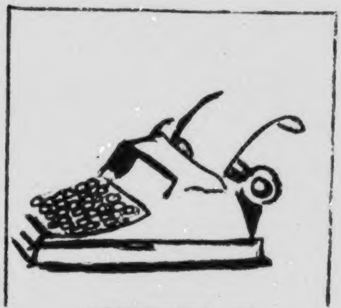

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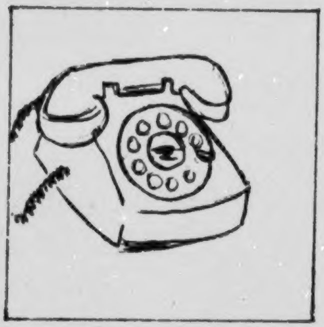

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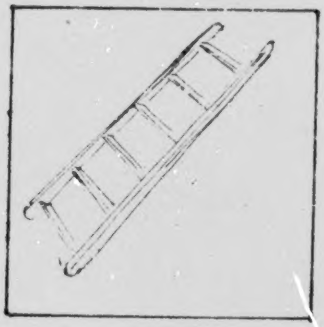

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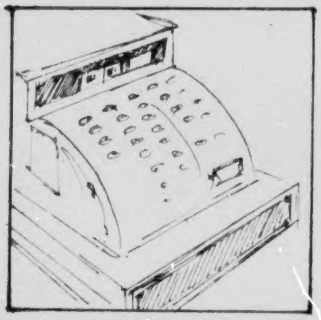

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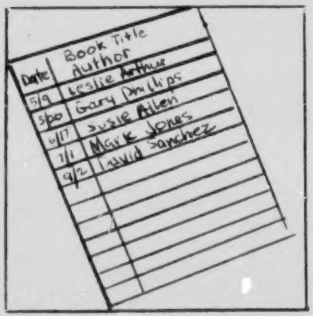
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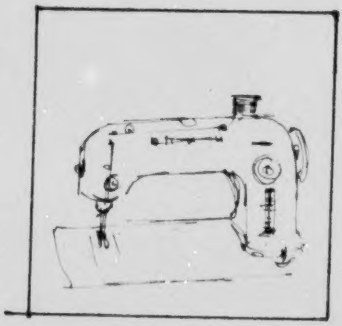
Author
Date
5/9 Leslie Arthur
5/20 Gary Phillips
4/17 Susie Allen
7/1 Mark Jones
9/2 David Sanchez

2



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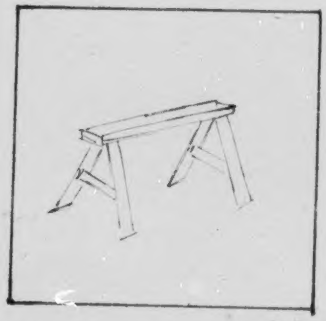


INFORMATION SHEET FOR SCHOOL WORKERS

To: The principal
The secretary
The nurse or medical aide
A teacher
The librarian
The custodian

The kindergarten children in our school are involved in a career education unit entitled, *Tools For Toil*. They are learning about the different tools they use in the classroom, and the tools that our school workers (principal, secretary, nurse or medical aide, librarian, teacher, and custodian) use to do their jobs. We would like to visit you in your work setting to view the tools that you use every day. A short demonstration or explanation of these tools would be most beneficial to the children.

Please enter a convenient time and date for our kindergarteners to visit you.

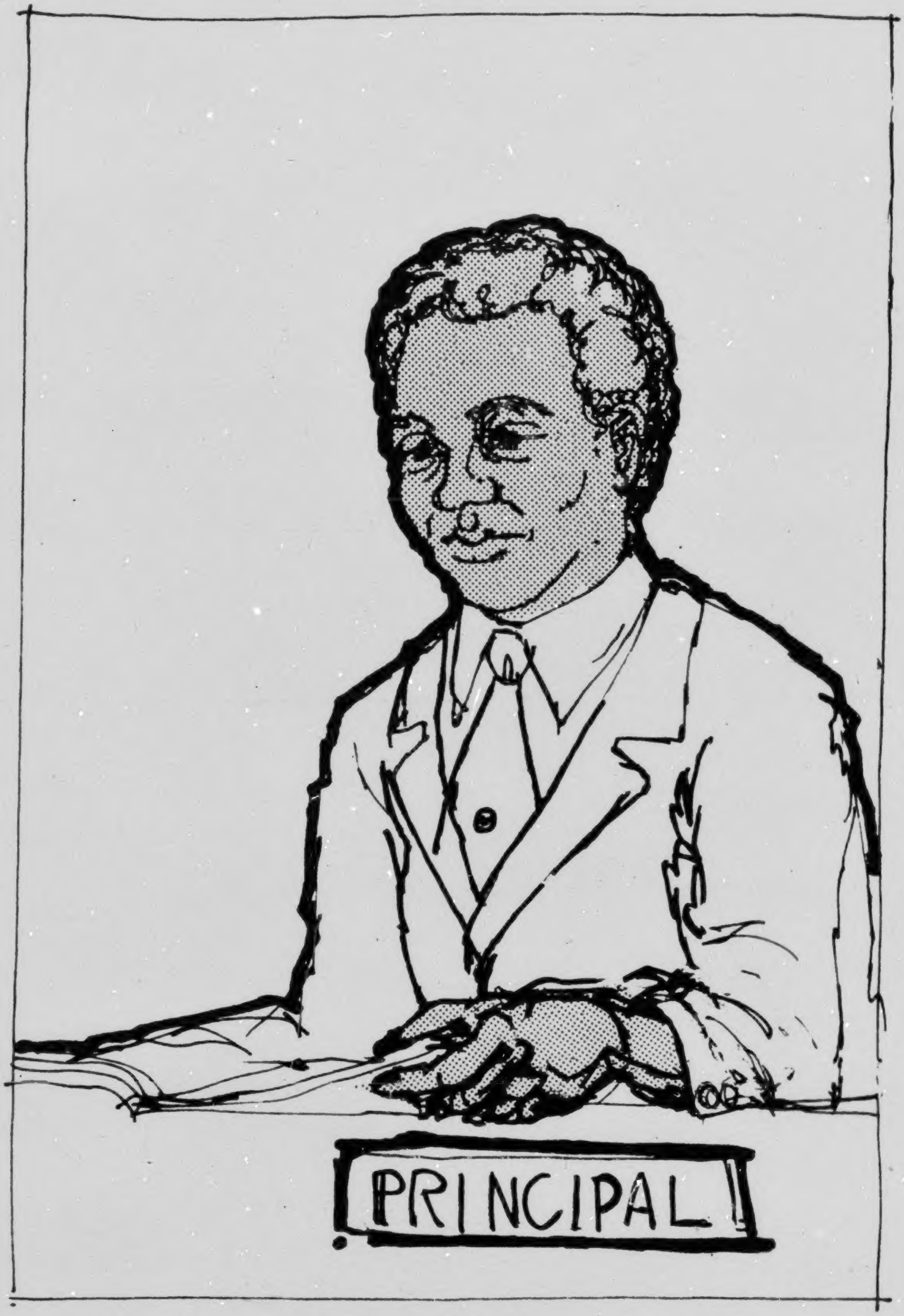
Date: ________________________ Time: ____________________

Your cooperation is greatly appreciated.

Signed: ____________________
(Teacher's name)

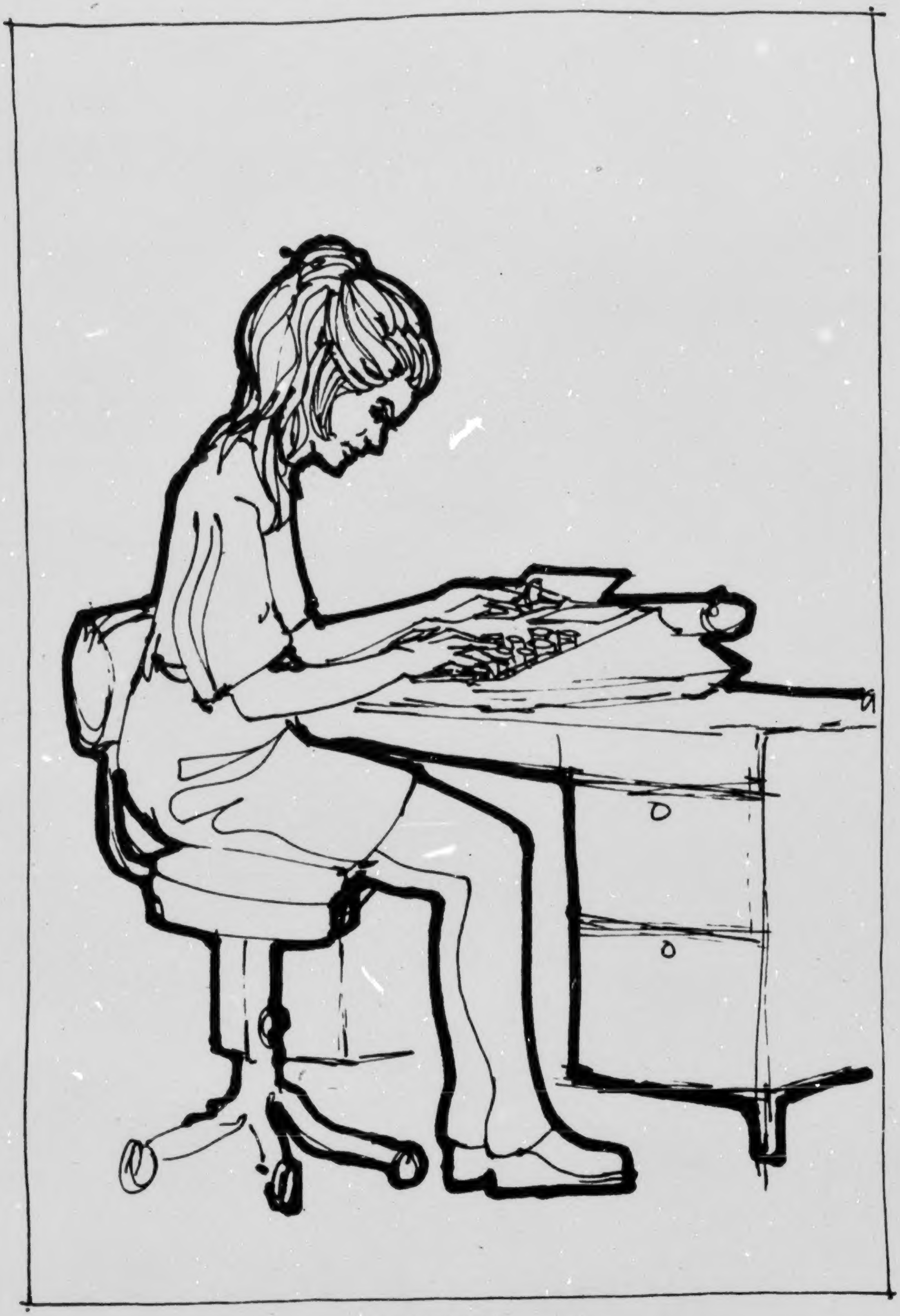
Room Number: ______________

SCHOOL WORKER



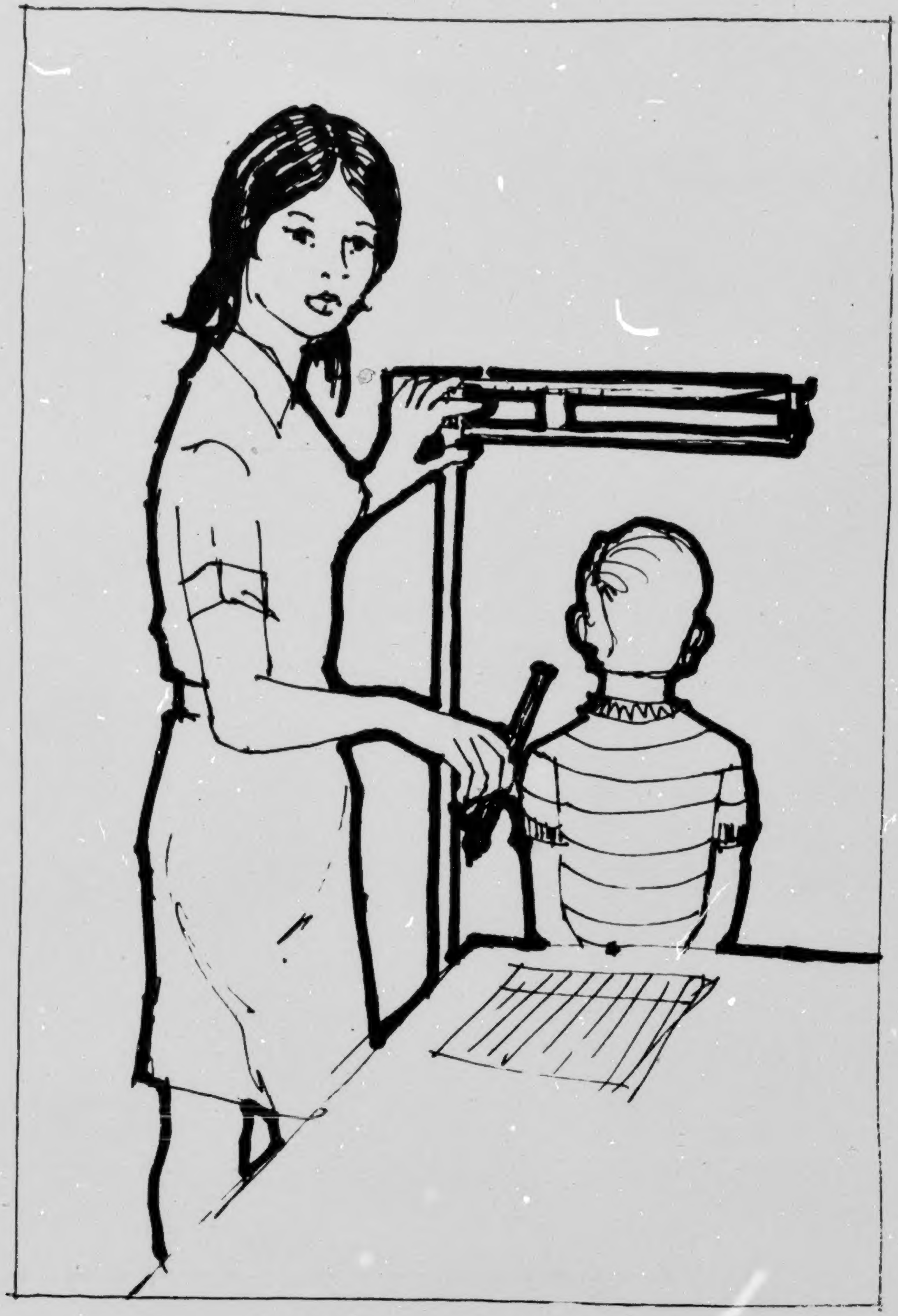
PRINCIPAL

SCHOOL WORKER



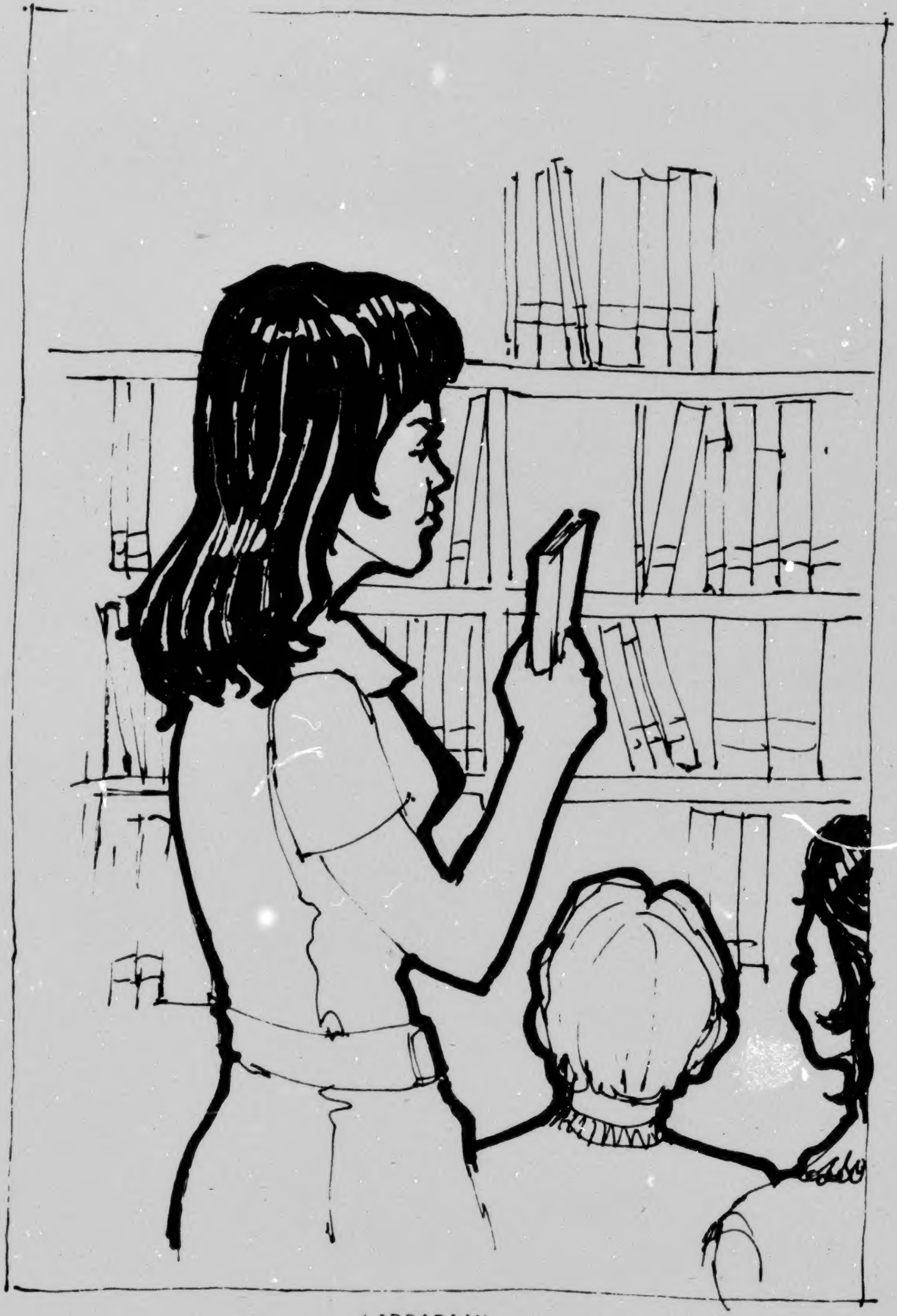
SECRETARY

SCHOOL WORKER



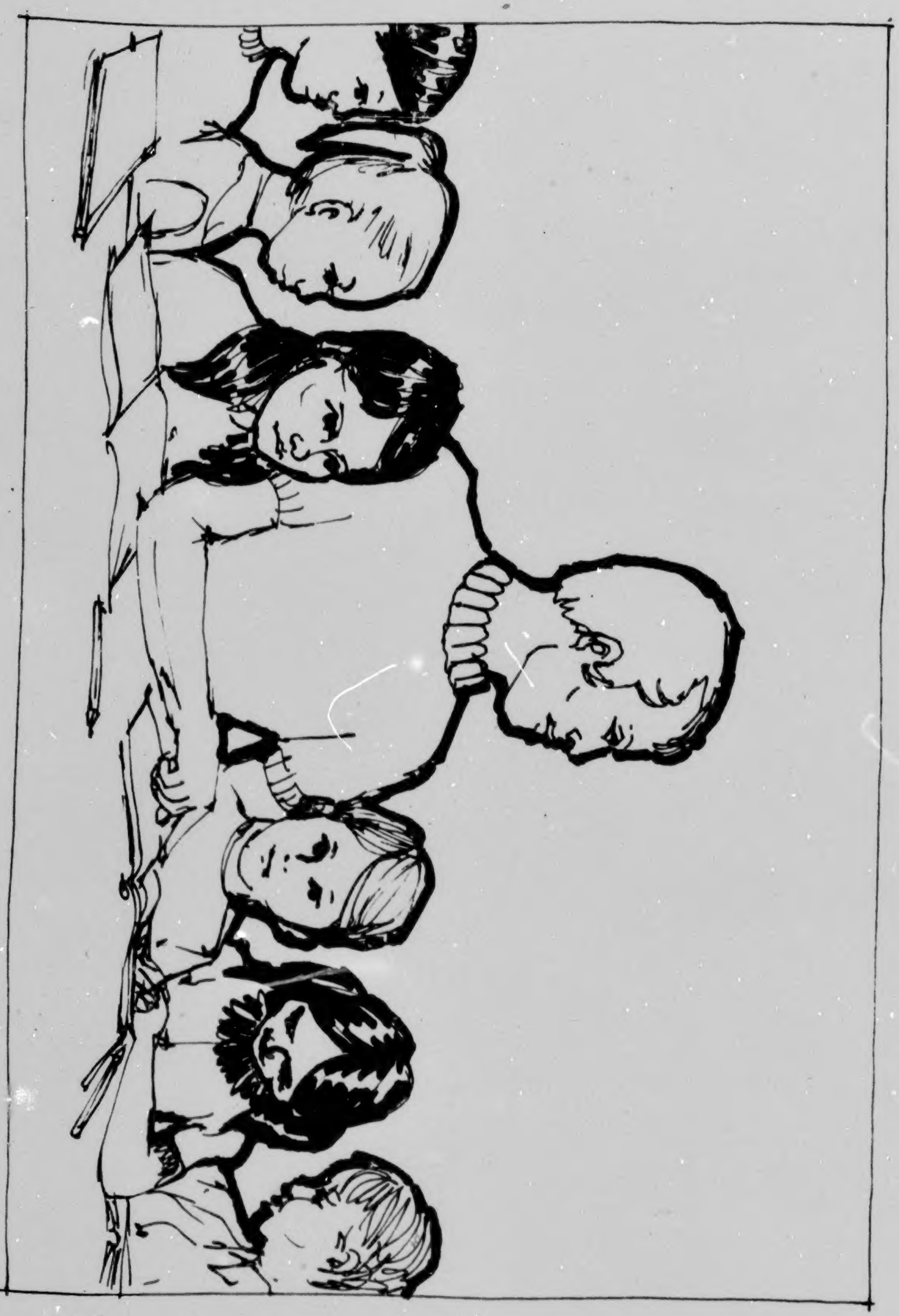
NURSE OR MEDICAL AIDE

SCHOOL WORKER



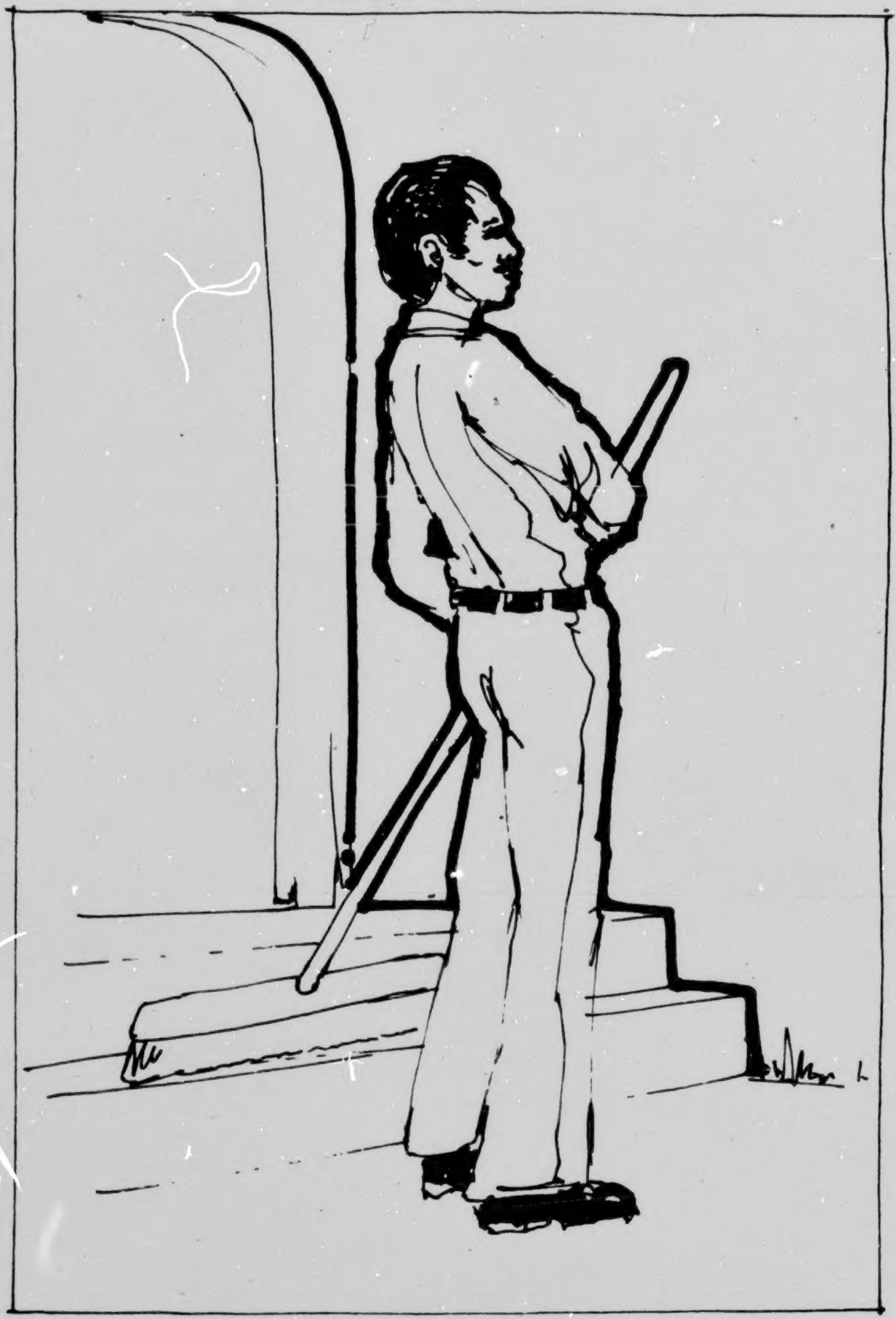
LIBRARIAN

SCHOOL WORKER



TEACHER

SCHOOL WORKER



CUSTODIAN

TOOLS USED IN THE HOME

LESSON SIX

CONCEPT

Members of a family use tools to do their work.

PERFORMANCE OBJECTIVE

The learner will name at least three tools used in the home and explain the purpose of each.

LESSON TIME

60 minutes

Session I - 30 minutes
Session II - 30 minutes

RESOURCES REQUIRED

FOUND WITHIN LESSON	ACQUIRED BY INSTRUCTOR
Tool Box Cover Page	Metal fasteners for booklets
Letter to Parents	Drawing paper
Assessment item: *Product Assessment Form*	Hole punch
	Detective Dan in Lesson 3

INSTRUCTOR PREPARATION TASKS

Obtain and display Detective Dan (stand up figure) used in Lesson 3.

Duplicate one copy of each of the following for each learner:

1. *Tool Box Cover Page*
2. *Letter to Parents*

Prepare booklets for each learner containing *Tool Box Cover Page, Letter to Parents,* and four or five sheets of drawing paper. Punch holes and fasten the pages together with metal fasteners.

Prepare one copy of the assessment item, *Product Assessment Form* for the instructor's use. Write the names of the learners on the *Product Assessment Form.*

INSTRUCTIONAL PROCEDURES

SESSION I

INTRODUCTION

In our last lesson we made some visits to see the workers in our school. They used things that made their jobs easier for them to do. Do you remember what we call these things?

Desired response: Tools

Yes, tools!

Tools also help members of our families to do their jobs. Can you name a tool that a member of your family might use?

Possible response:

1. Mixer
2. Vacuum cleaner
3. Egg beater
4. Spoons
5. Dishcloth
6. Lawn mower

7. Screwdriver
8. Hammer
9. Toothbrush
10. Comb

It is important that you know the tools that a family may use so that you can be a worker in your family too.

TASKS

I am thinking of a tool that all members of your family might use. This tool tells you when to get up and when to go to bed. It makes a tick, tick, tick, tick noise. Can you guess what I am thinking of?

Desired responses:

1. Clock
2. Watch

That's right! A clock is a tool that every member in a family can use. Let's try to think of some other tools that people use in their homes.

Desired responses:

1. Stove
2. Dishrags
3. Lawn mower
4. Grass catcher
5. Hammer
6. Broom

Do you remember Detective Dan? I am going to ask you to be detectives again. The last time we were detectives we looked for clues (pieces of paper) in our room. This time we will search for tools in our homes.

Distribute one "Tool Box Booklet" to each child.

Instead of bringing your tools to school to share with us, I want you to draw pictures in your *Tool Box Booklet* of at least three tools you find in your home. Your family might help you with this. Be sure to show your booklets to your parents, since there is a letter in it to them.

Show and read the letter aloud to the learners.

Bring your booklets back to school tomorrow, and we will see how many tools you've found.

SUMMARY

It is important for you to understand that we all depend on tools to help us do our work at school and at home. Your family depends upon many different kinds of tools around your home. In the next session you will learn what many of these tools are and what they do.

SESSION II

INTRODUCTION

We have been talking about tools used in the classroom and at home. You were a detective in your home, and you should have discovered many tools used by your family.

TASKS

Call upon each learner to show their "Tool Box Booklet" containing pictures of the tools they saw in their home and the purpose of each.

Possible responses:

1. Hammer - used to pound nail in wall
2. Wrench - used to fix the sink
3. Vacuum - used to clean the carpet
4. Adding machine - used to add numbers
5. Typewriter - used to type a report
6. Cake decorator tube - used to decorate a birthday cake
7. Knitting needles - used to make a sweater

Attempt to elicit the more unusual suggestions of tools in order to introduce new vocabulary words and an awareness of the less common items. Use the "Product Assessment Form" at this time to record the learners' responses. If more than three tools are mentioned, list only three in the space provided.

SUMMARY

We have talked about many tools that a family may use. It is important for you to know the tools that are used in your home because there are times when each of you will have jobs to do. In our next lesson we will talk about tools that workers in our community use in their jobs. Many of these will be "new" tools.

SUPPLEMENTAL ACTIVITIES

Have a learner describe a tool. The rest of the class members will try to guess what it is.

Have the learner bring a tool from home to be displayed on a classroom table.

Have the learners draw on the chalkboard tools used in a given task.

ASSESSMENT PROCEDURES

DESCRIPTION

The toolbox booklet used during the lesson will be used to assess achievement of the objective.

DIRECTIONS

The instructor will use the following criteria to assess the toolbox booklet completed by the learner.

1. Name of a tool used in the home
2. Purpose of the tool

A *Product Assessment Form* is provided for the instructor's use.

KEY

Example:

Tool	Purpose
Iron	To press my school clothes
Sewing machine	To make clothes for my family
Wrench	To repair the car

PRODUCT ASSESSMENT FORM

Learner's name	Tool	Purpose of Tool	Per-cent
▨	1.	1.	
	2.	2.	
	3.	3.	
▨	1.	1.	
	2.	2.	
	3.	3.	
▨	1.	1.	
	2.	2.	
	3.	3.	
▨	1.	1.	
	2.	2.	
	3.	3.	
▨	1.	1.	
	2.	2.	
	3.	3.	
▨	1.	1.	
	2.	2.	
	3.	3.	

Lesson 6

Dear Parents,

Your child will be a detective in your home this evening. He/she will be looking for tools used by members of your family. Please assist him/her in the search and remind him/her to draw pictures of the tools he/she sees in the

He/she is to bring his/her completed booklet to school with him/her tomorrow.

Thank you for your cooperation!

Dear Parents,

Your child will be a detective in your home this evening. He/she will be looking for tools used by members of your family. Please assist him/her in the search and remind him/her to draw pictures of the tools he/she sees in the

He/she is to bring his/her completed booklet to school with him/her tomorrow.

Thank you for your cooperation!

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He/she is to bring his/her completed booklet to school with him/her tomottow.

Thank you for your cooperation!

Queridos Padres de Familia:

Su hijo/hija será un averiguador del departmento de ploicía en su hogar esta noche. El/ella buscará las herramientas usadas por miembros de su familia. Por favor ayudele en su búsqueda y recuerdele que debe de dibujar las herramientas que el/ella vea en el librito "Tool Box Booklet."

El/ella debe de traer su librito completo a la escuela mañana.

Gracias por su cooperación!

Queridos Padres de Familia:

Su hijo/hija será un averiguador del departmento de policía en su hogar esta noche. El/ella buscará las herramientas usadas por miembros de su familia. Por favor ayudele en su búsqueda y recuerdele que debe de dibujar las herramientas que el/ella vea en el librito "Tool Box Booklet."

El/ella debe de traer su librito completo a la escuela mañana.

Gracias por su cooperación!

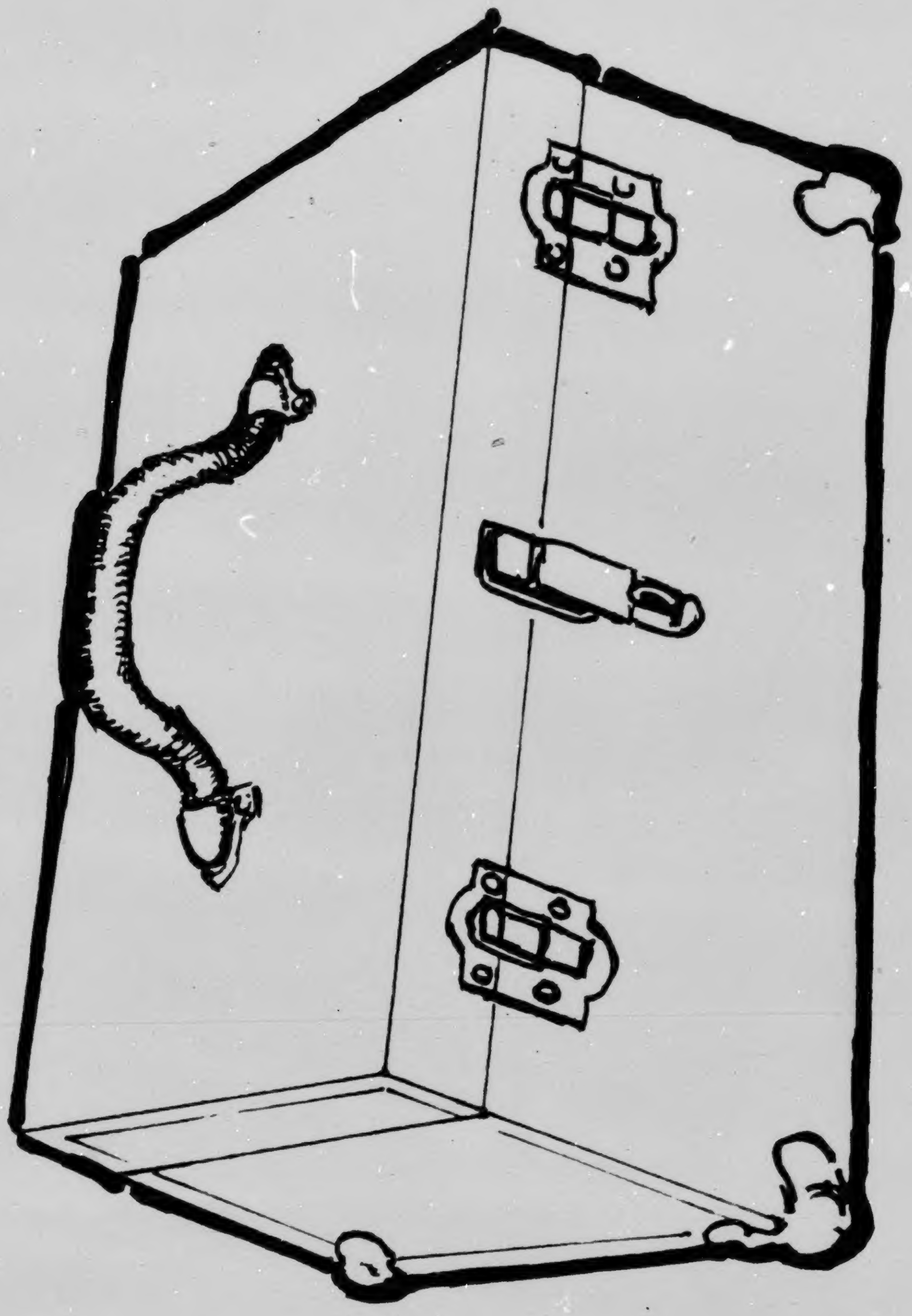
Queridos Padres de Familia:

Su hijo/hija será un averiguador del departmento de policía en su hogar esta noche. El/ella buscará las herramientas usadas por miembros de su familia. Por favor ayudele en su búsqueda y recuerdele que debe de dibujar las herramientas que el/ella vea en el librito "Tool Box Booklet."

El/ella debe de traer su librito completo a la escuela mañana.

Gracias por su cooperación!

TOOL BOX COVER PAGE



COMMUNITY WORKERS AND THEIR TOOLS

LESSON SEVEN

CONCEPTS

Community workers use special tools to do their work.

PERFORMANCE OBJECTIVE:

Given examples of community workers outside of school and various tools, the learner will match the worker with the tools he/she uses to perform his/her job.

LESSON TIME

30 minutes

PREREQUISITE KNOWLEDGE

Tools used by family members

RESOURCES REQUIRED

FOUND WITHIN LESSON	ACQUIRED BY INSTRUCTOR
Picture masters (12) of *Community Workers*	Crayons Scissors
Assessment item	Tools used by occupational workers are desirable but optional for display

INSTRUCTOR PREPARATION TASKS

Prepare one copy of each of the 12 picture masters of *Community Workers*. Color and tape the pictures to the top of the chalkboard with columns drawn under each to provide a space in which learner responses can be recorded.

Duplicate one copy of the assessment item for each learner.

INSTRUCTIONAL PROCEDURES

INTRODUCTION

In our last lesson we talked about the tools we use in our homes. Do all members of your family use tools?

Desired response: yes

There are also workers in our community who use tools. I am thinking of a worker who uses scissors, a brush or comb, and a big chair. Who is this worker?

Desired response: Barber or hair stylist

Today we will talk about workers in our community and the tools that help them in their jobs. It is important that you know how necessary tools are to workers in many jobs. It is also important that you understand that there are certain special tools used by different workers to do very special work. One day you will become a worker in your own community and you will need to know what tools to use and how to use them.

Take a look at all of the pictures I have put around the room. These people are workers in our community. Can you name them?

Desired responses:

1. Barber or hair stylist
2. Doctor
3. Baker
4. Butcher
5. Carpenter
6. Electrician
7. Housewife
8. Cook or chef
9. Telephone repairman
10. Nurse
11. Painter
12. Student

Let's think of the tools that each worker uses. What tools does the barber use?

Possible response:

1. Scissors
2. Razor
3. Barber chair
4. Comb
5. Brush

Does a doctor use tools? Do you know what tools a doctor may use?

Possible response:

1. Thermometer
2. Tongue depressor
3. Weight scale

What tools does a baker use?

Possible responses:

1. Bowls
2. Spoons
3. Oven

What tools does a butcher use?

Possible responses:

1. Knives
2. Scale
3. Meat grinder

A carpenter uses what tools?

Possible responses:

1. Hammer
2. Saw
3. Nails
4. Screws
5. Sandpaper

And an electrician uses tools too. Can you think of some?

Possible responses:

1. Screwdriver
2. Wire
3. Tape

A housewife uses what tools?

Possible responses:

1. Mop
2. Broom
3. Detergent
4. Iron

What tools does a cook use in preparing food?

Possible responses:

1. Bowls
2. Electric mixer
3. Spoons
4. Knives

Who can tell me what tools the telephone repairman uses?

Possible responses:

1. Screwdriver
2. Pliers
3. Wire cutters
4. Wiring
5. Safety belt

What tools might the nurse use?

Possible responses:

1. Thermometer
2. Stethoscope
3. Scales
4. Watch
5. Band-aids
6. Tongue depressor

What tools does the house painter use?

Possible responses:

1. Paint roller
2. Paint brush
3. Paint
4. Paint pan
5. Drop cloth
6. Ladder

Who can tell me what tools the student may use to do his/her job in school?

Possible responses:

1. Pencil
2. Crayon
3. Paste
4. Record player
5. Felt board

Encourage the learners to suggest other workers and their tools in the community as well as those represented in the pictures.

Let's play a game. First we need to have two teams. We will start by counting off by twos. I will tap you on the head as a I give you a number one or a number two. Be sure to remember your number.

Procede to count off and organize the learners into two teams to sit on either side of the chalkboard within view of the pictures of the workers.

I am going to pretend that I am one of these workers *(points to the set of pictures)*. You are going to tell me a tool I will need in my work. You might think of one but you don't know its name. Do your best to tell me about it and what it looks like. I can write the tool on the board and give your team a point. I will take turns calling on team number one and team number two.

Designate which team is number one and which team is number two.

Continue the activity until one example of each of the tools has been placed under the appropriate picture of the worker.

SUMMARY

You have learned about many of the tools that workers in the community use to do their work. Learning how tools are used and who uses them will help you understand why tools are very important to us. In our next lesson you will learn what might happen if we don't use safety with tools. You will also learn some good safety rules to remember when you do use tools.

SUPPLEMENTAL ACTIVITY

Invite occupational workers to visit the classroom to explain the tools they use in their work.

ASSESSMENT PROCEDURES

Part A

DESCRIPTION

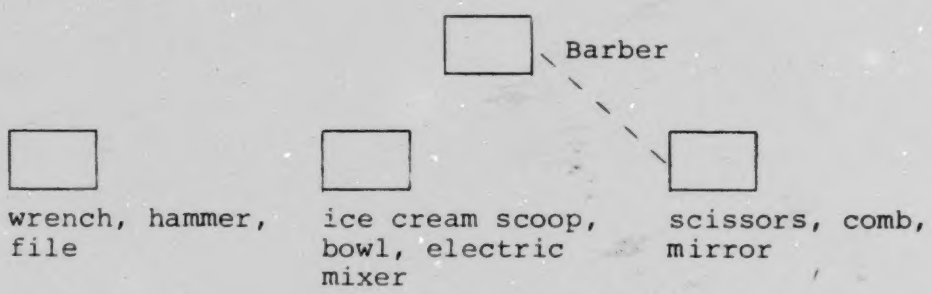
The instructor will read the directions and the learner will respond by drawing a line from the picture of the community worker to one of the following pictures.

1. Saw, hammer and file
2. Ice cream scoop, bowl, electric mixer
3. Scissors, comb, mirror

DIRECTIONS

The instructor reads the following: There are many different workers in our community. All of them use special tools in their work. This is a picture of our friend the barber. Draw a line from his picture to the picture that shows some of the tools he might use to do his work.

KEY



Part B

DESCRIPTION

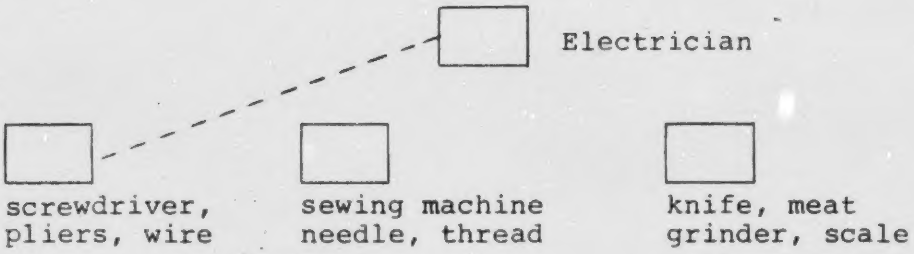
The instructor will read the directions, and the learner will respond by drawing a line from the picture of the community worker to the following pictures.

1. Screwdriver, pliers, wire
2. Sewing machine, needle, thread
3. Knife, meat grinder, scale

DIRECTIONS

The instructor reads the following: This is our friend the electrician. Draw a line from his picture to the picture that shows some tools he might use to do his work.

KEY


Electrician
screwdriver, pliers, wire
sewing machine needle, thread
knife, meat grinder, scale

Part C

DESCRIPTION

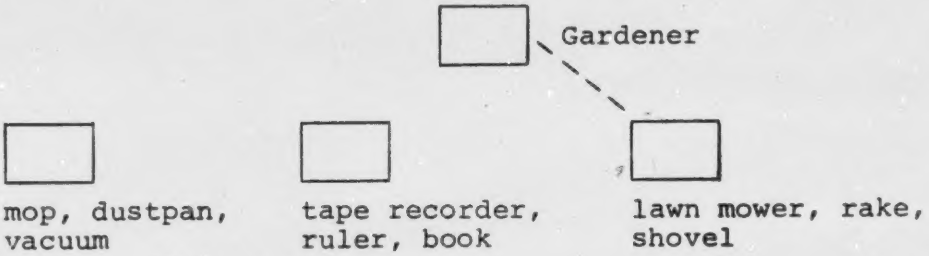
The instructor will read the directions, and the learner will respond by drawing a line from the picture of the community worker to one of the following pictures.

1. Mop, dustpan, vacuum
2. Tape recorder, ruler, book
3. Lawn mower, rake, shovel

DIRECTIONS

The instructor reads the following: This is a picture of a gardener. He works outside most of the time and uses many special tools in his work. Draw a line from his picture to the picture that shows tools he might use to do his work.

KEY


Gardener
mop, dustpan, vacuum
tape recorder, ruler, book
lawn mower, rake, shovel

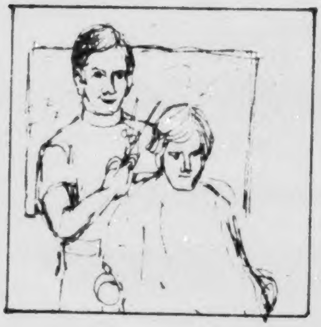
Name ________________

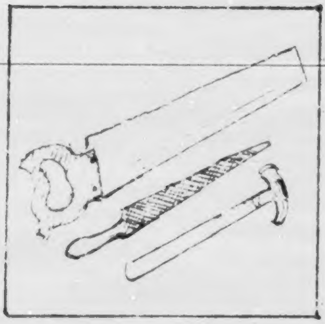
Date ________________

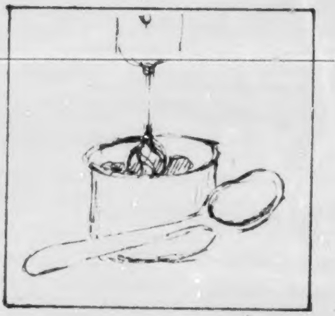
Lesson 7

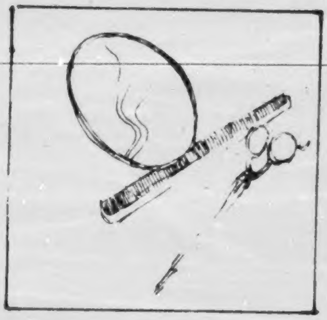
ASSESSMENT ITEM

PART A









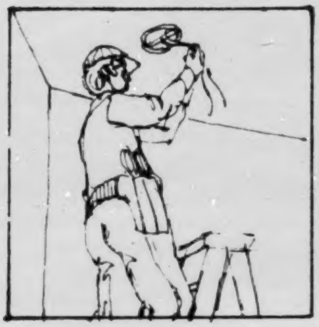
Name ____________________

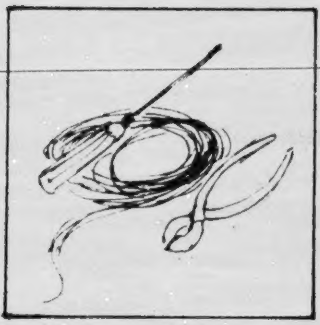
Date ____________________

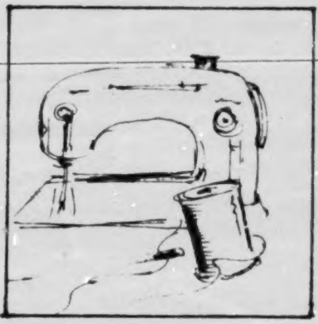
Lesson 7

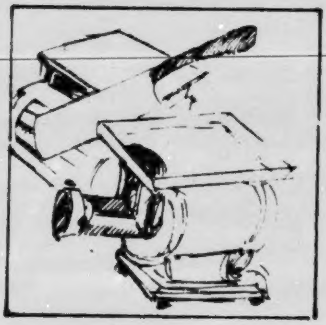
ASSESSMENT ITEM

PART B









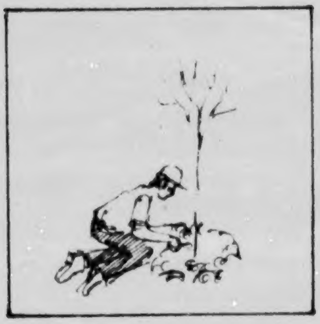
Name ____________________

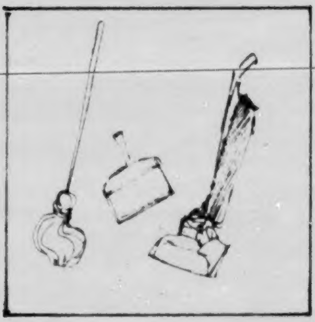
Date ____________________

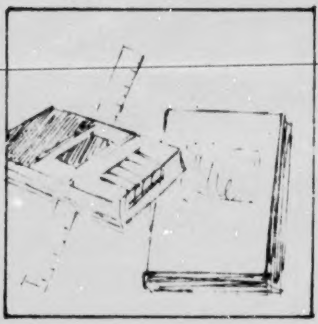
Lesson 7

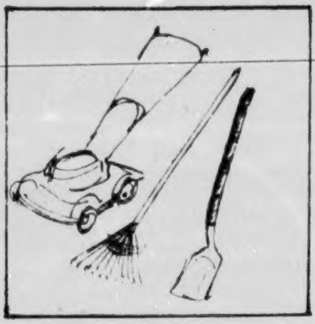
ASSESSMENT ITEM

PART C

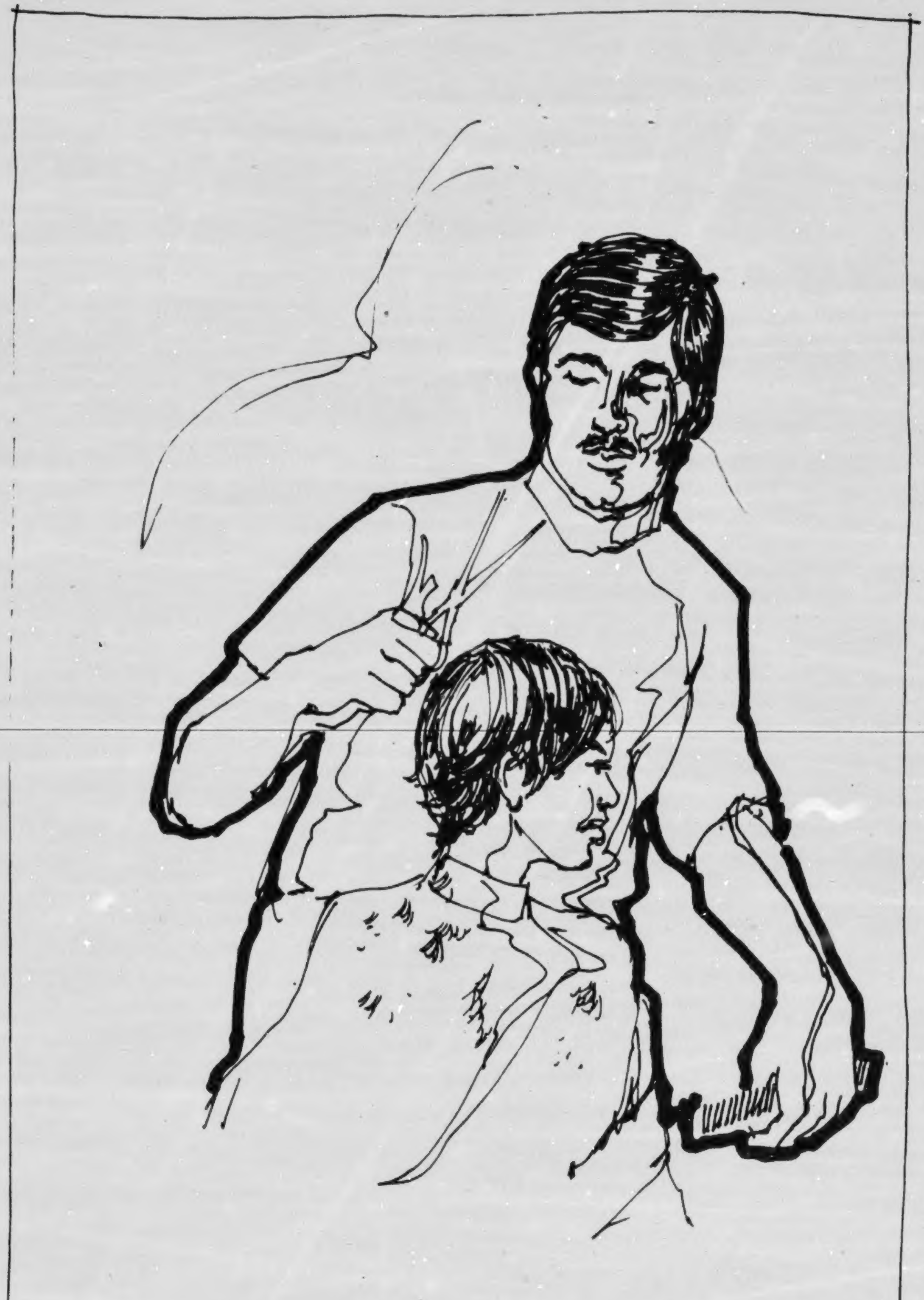








COMMUNITY WORKERS



BARBER OR HAIR STYLIST

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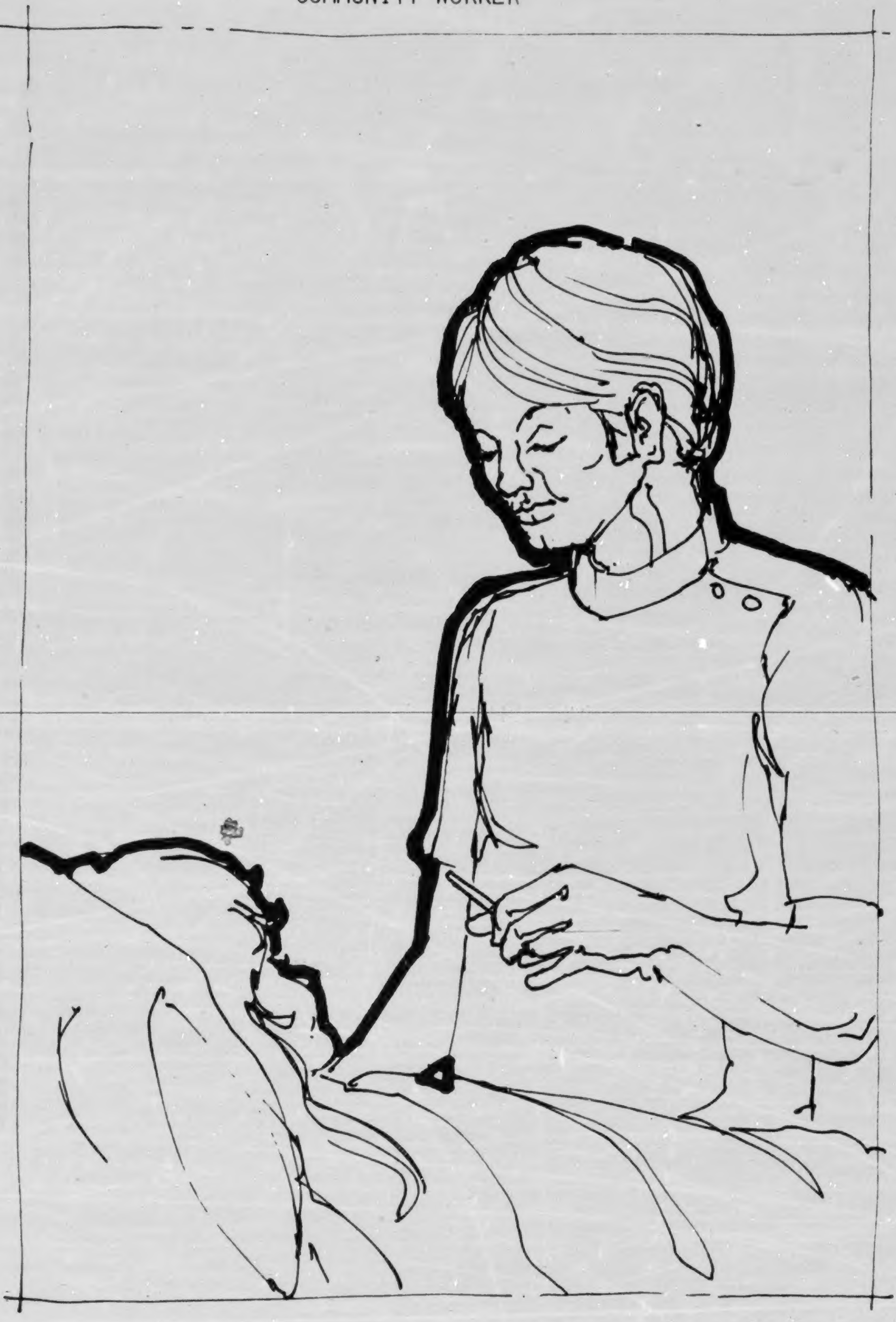
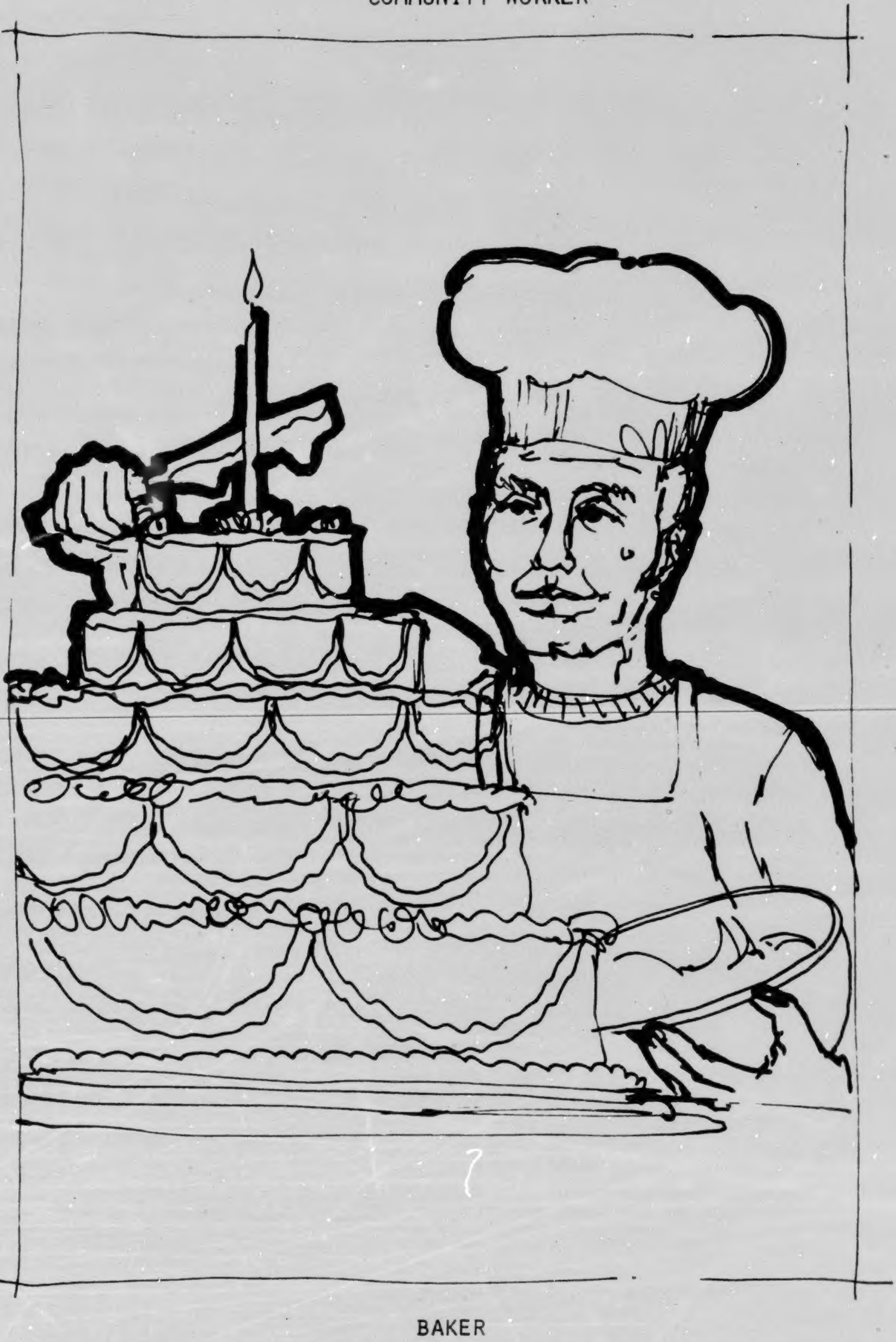


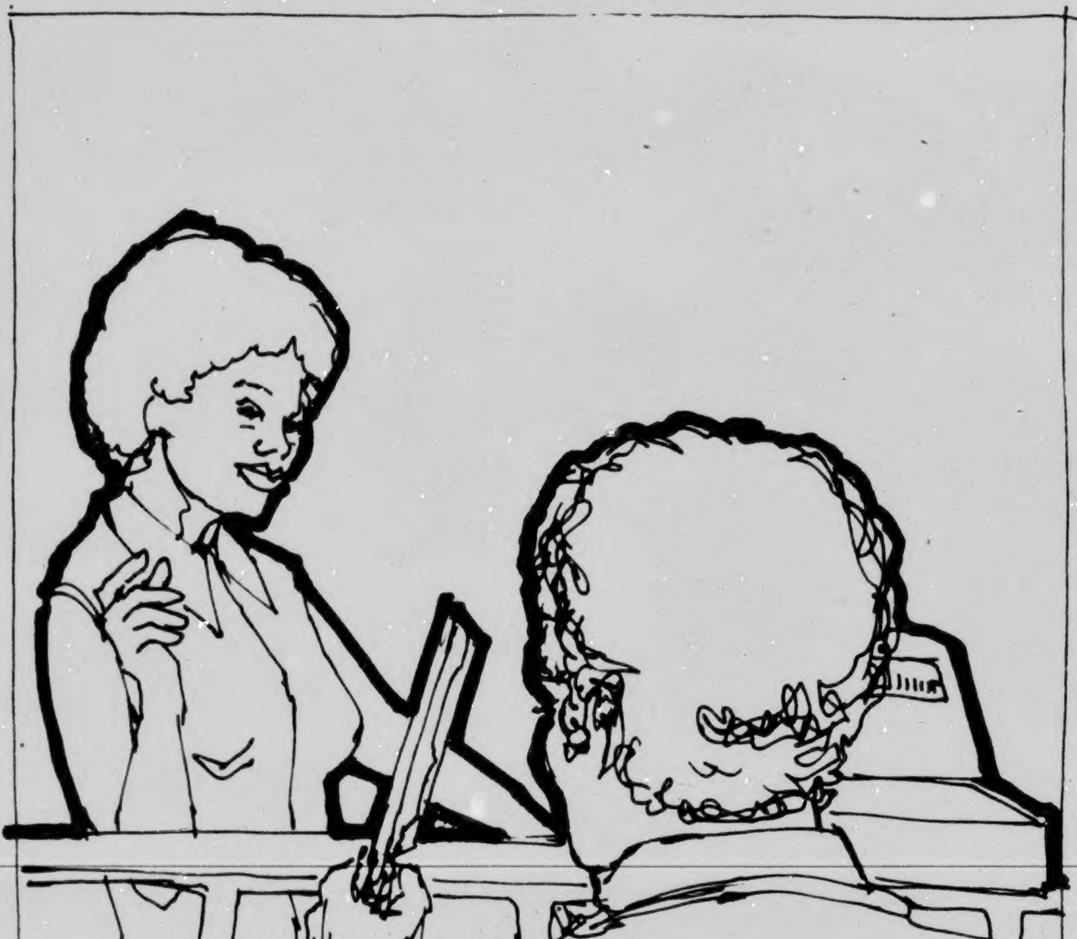
DOCTOR

COMMUNITY WORKER



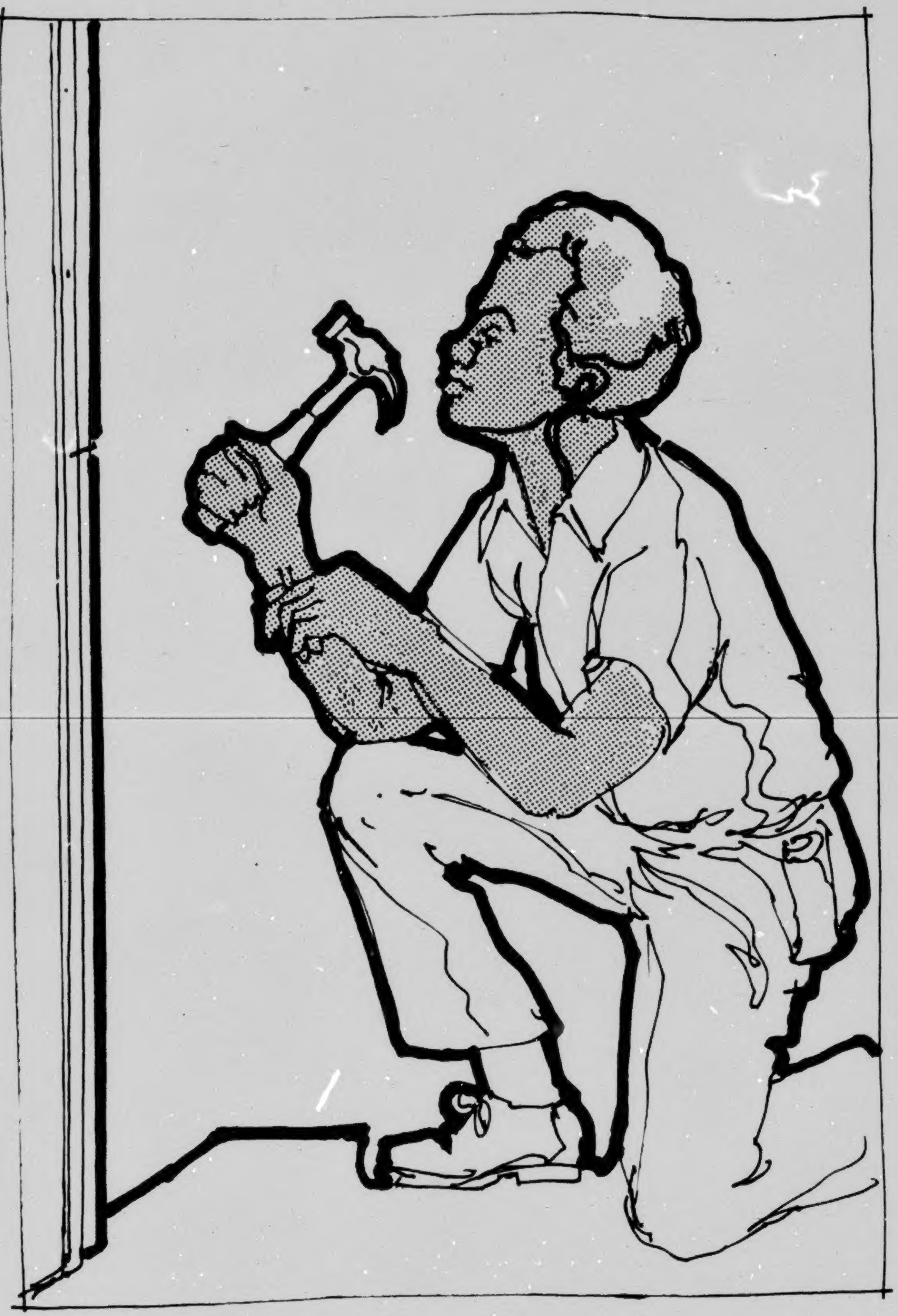
BAKER

COMMUNITY WORKERS



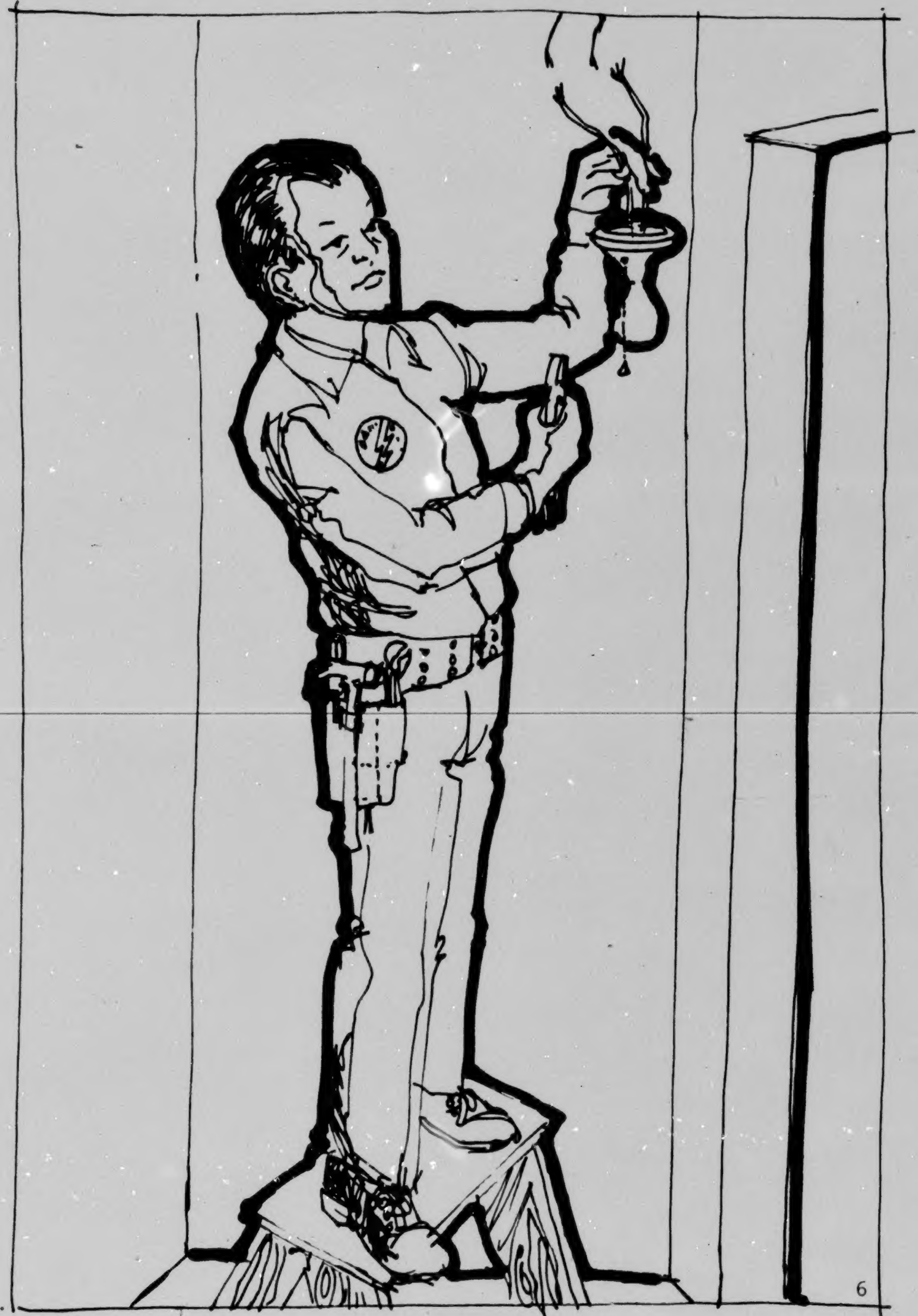
BUTCHER

COMMUNITY WORKER



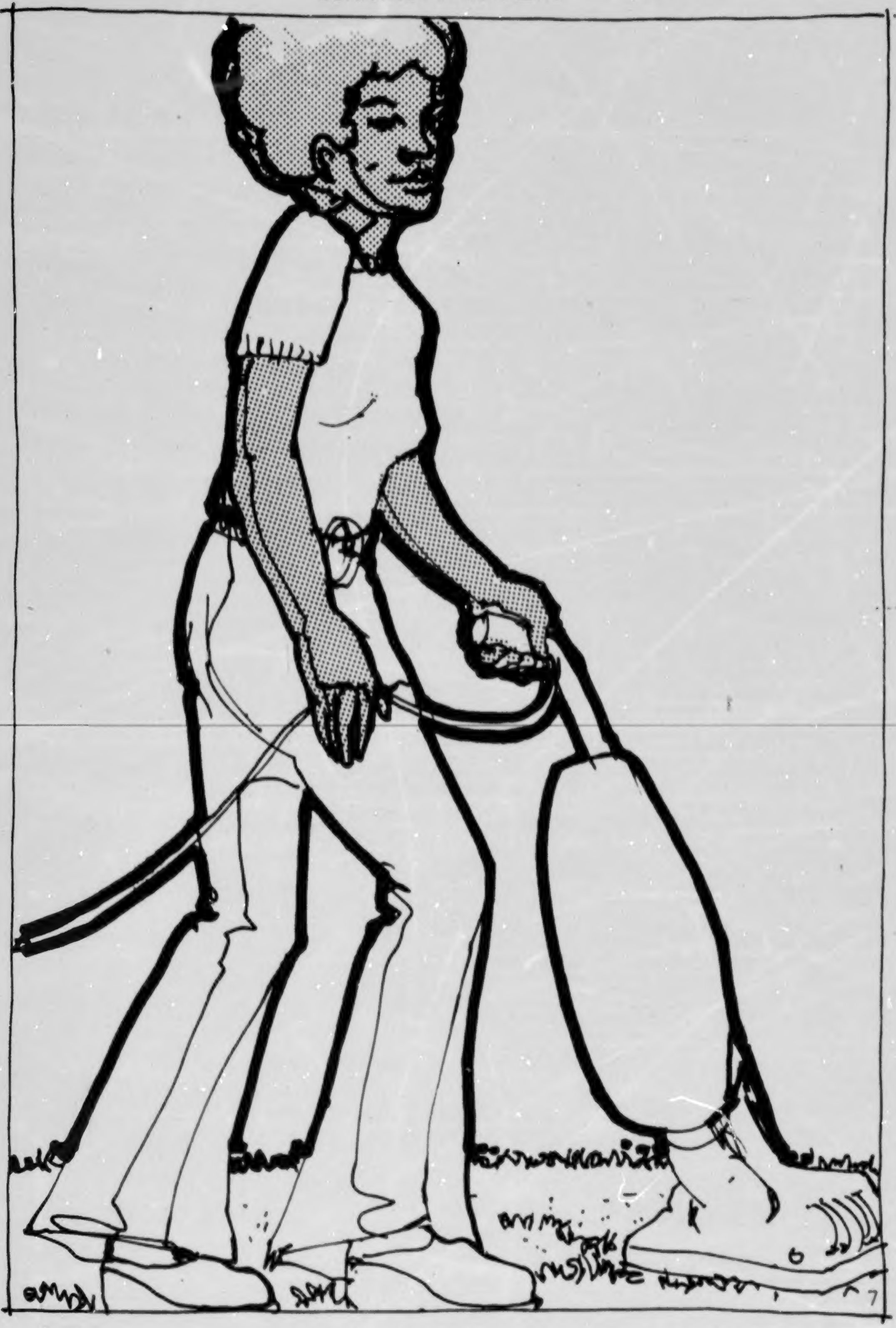
CARPENTER

COMMUNITY WORKERS



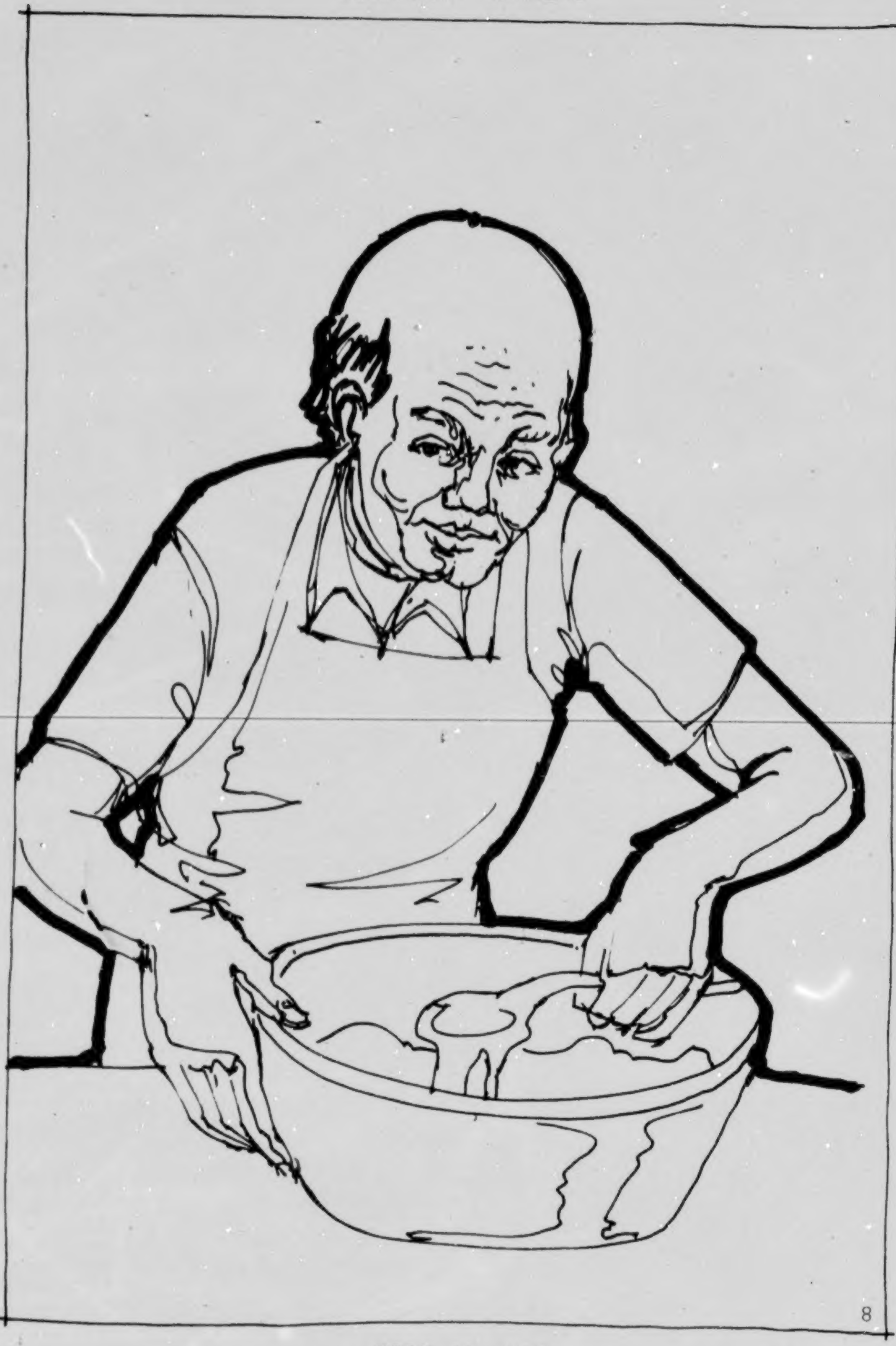
ELECTRICIAN

COMMUNITY WORKERS



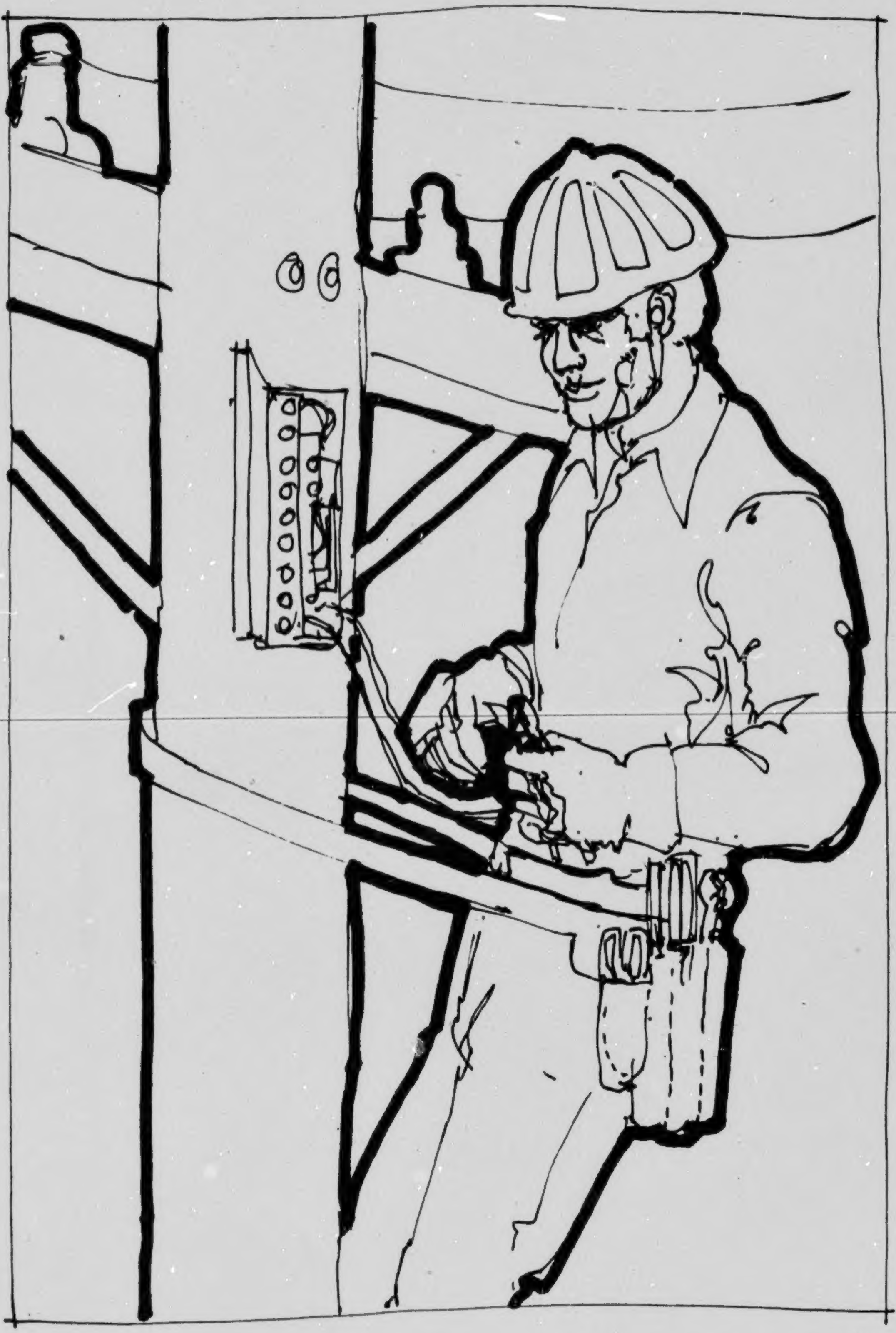
HOUSEWIFE

COMMUNITY WORKERS



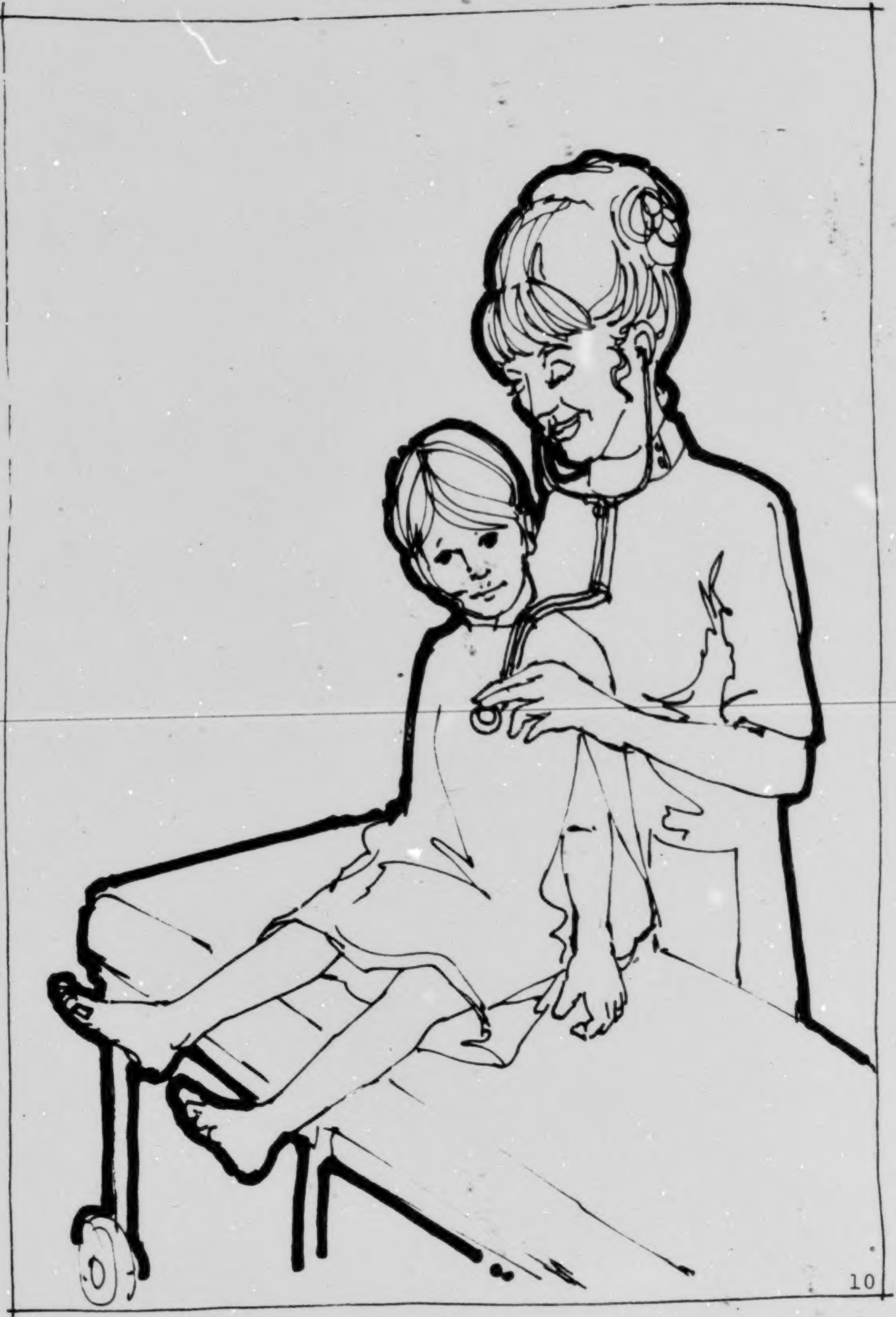
COOK OR CHEF

COMMUNITY WORKER



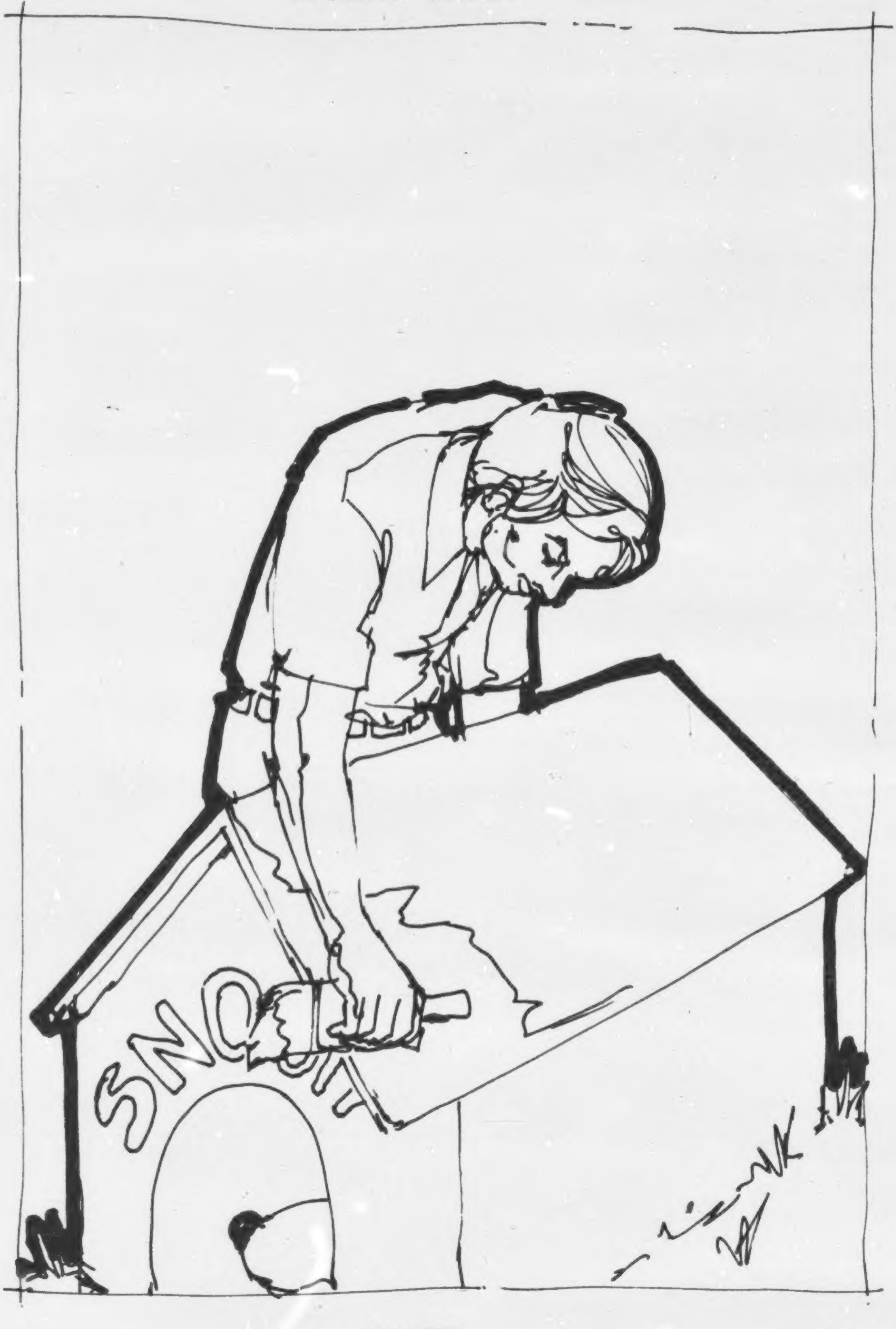
TELEPHONE REPAIRMAN

COMMUNITY WORKERS



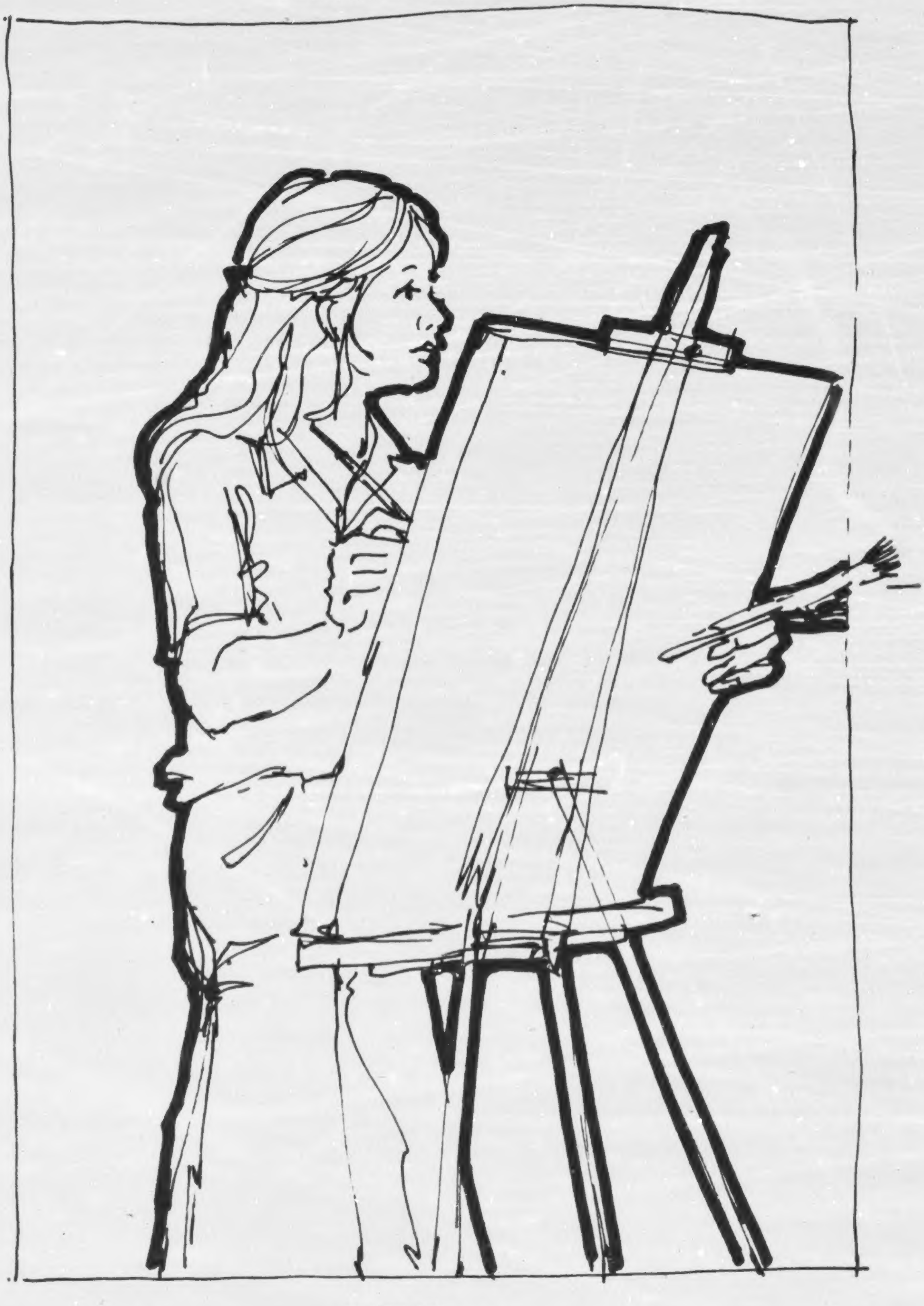
NURSE

COMMUNITY WORKER



PAINTER

COMMUNITY WORKER



STUDENT

SAFETY WITH TOOLS

LESSON EIGHT

CONCEPT

There are safety rules which need to be observed when using tools, and dangerous consequences might result if they are not observed.

PERFORMANCE OBJECTIVE

Given pictures of tools being used in the school and home setting, the learner will identify those pictures which show someone using a tool unsafely.

Given a safety rule and pictures of tools being used, the learner will identify a consequence if the safety rule is not observed.

LESSON TIME

60 minutes

NEW VOCABULARY

Safety - using the tools carefully so as not to harm oneself

RESOURCES REQUIRED

FOUND WITHIN LESSON	ACQUIRED BY INSTRUCTOR
Timothy O'Toole's Feet Pattern	Scissors
Picture masters: 1. *Tools* 2. *Consequences*	Colored construction paper
	Magic marker or crayon
Instructor Interview Form	Large balloons (extras in case of breakage)
Assessment item .	

INSTRUCTOR PREPARATION TASKS

Reproduce on heavy cardboard one copy of *Timothy O'Toole's Feet Pattern* to be cut out and color added if desired.

Construct a *Timothy O'Toole* balloon man.

Reproduce picture masters of *Tools*. Paste these pictures on round pieces of tagboard. Scatter the tagboard circles around a six-foot circular area.

Post *Consequence* pictures on bulletin board. (For a more attractive display, make a duplicate copy of each picture, add color and post on bulletin board.)

Cut strips of colored paper on which safety rules may be written during the lesson.

Duplicate one copy of the *Instructor Interview Form* for the instructor's use. Write the names of learners in the appropriate column.

If it is desirable for each learner to make their own Timothy O'Toole during class time, reproduce a copy of *Timothy O'Toole's Feet Pattern* on construction paper for each learner and distribute with a balloon. Give directions for assembling.

INSTRUCTIONAL PROCEDURES

INTRODUCTION

In the last lesson we talked about workers in our community, and the tools that each worker uses. Who can tell me the name of a community worker?

Possible responses:

1. Barber
2. Doctor
3. Baker
4. Butcher
5. Carpenter
6. Electrician
7. Housewife

Any other workers that the learners name are acceptable.

How many of you can name a tool that one of these workers use?

Possible responses:

1. The barber uses clippers.
2. The doctor uses a thermometer.
3. The butcher uses a sharp knife.

In order to do work you should know the names of tools, care of tools and safety rules when using tools. *Safety* means being careful so that you don't hurt yourself.

It is important that we know how to use all tools safely so we will not get hurt when we do our work. My little friend Timothy O'Toole will help us make up some safety rules to follow when we use tools.

Show the children how Timothy O'Toole lands on his feet when tossed over tne shoulder. Hold up several of the tagboard circles. Each circle will have a picture of one tool on it.

TASKS

Each one of you will have a chance to carefully toss Timothy over your shoulder. Let's hope he will land on one of the circles.

Ask the following questions of each child.

What is the name of the tool Timothy is standing on? Can you find a picture that shows what might happen if we are not careful when using this tool?

Point to the set of pictures showing the consequences of tools when used improperly.

Let's make up a safety rule to follow when we use a ____________________ *(name of tool).*

I will write our new rule on a strip of paper, and you can put it under the picture that needs a safety rule.

Possible responses:

1. Use both hands to climb a ladder.
2. Walk with the points of your scissors pointed at the floor - do not run.
3. Glue would make you very sick if you swallowed it. So don't eat glue.
4. Use potholders or some kind of protection to handle hot objects.

Continue until each learner has had an opportunity to toss Timothy, name a tool, match the tool with a consequence, and help create a safety rule. Review the safety rules made by the children.

If time allows, have each learner construct his/her own Timothy O'Toole balloon man to take home.

SUMMARY

Why are safety rules important when we use tools?

Desired response:

We might get hurt or hurt others if we don't use them.

Let's try to remember our rules and use them every day.

As you grow older and are able to do more work, you will be using most of the tools we have mentioned and many more. In order to be proud of the work that you do, you will need to know about many tools and how to use each one. You can learn to use tools properly by first watching someone else as he uses the tool. Then by using and practicing with the tools yourself, you can become very good with them. Or you might have someone explain how you should use the tools.

SUPPLEMENTAL ACTIVITY

The learner will draw a picture of a tool in the school setting depicting a safety practice. Then have the learner explain the picture to the instructor or to the other learners.

ASSESSMENT PROCEDURES

Part A

DESCRIPTION

The instructor will interview each learner and record the responses on the *Instructor Interview Form* provided.

DIRECTIONS

Use the *Instructor Interview Form* to record the learners' responses to the following:

1. Name a tool used at school or at home.
2. What safety rule should be practiced when using the tool?

KEY

The assessment of this objective is left up to the judgment of the instructor.

Part B

DESCRIPTION

The instructor will read the directions, and the learners will respond by circling the number above one of the following pictures:

1. Picture of a child reaching for the handle of a frying pan on the stove
2. Picture of girl carrying scissors in a tray
3. Picture of a child climbing a ladder backwards

4. Picture of a boy pulling a plug out of a socket by the cord
5. Picture of a girl mowing a lawn in bare feet
6. Picture of a man using a saw with hands away from blade of the saw
7. Picture of a child drawing a picture
8. Picture of a child with a pencil in his mouth
9. Picture of a woman using a pot holder to remove a pan from the over

DIRECTIONS

The instructor reads the following:

> It is very important to remember safety rules when using tools. You see pictures of people using tools. Some of them are not using a tool safely. Circle the pictures of someone who is using a tool safely.

Assistance with picture interpretation may be given by the instructor.

KEY

2, 6, 7

INSTRUCTOR INTERVIEW FORM

PART A

Learner's Name	Tool	Safety Rule
Sample: Judy Lee	Scissors	Always keep fingers away from the blades.

Name ______________________

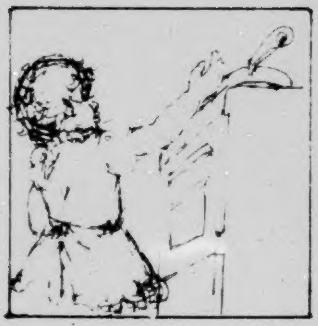
Date ______________________

Lesson 8

ASSESSMENT ITEM

PART B

1



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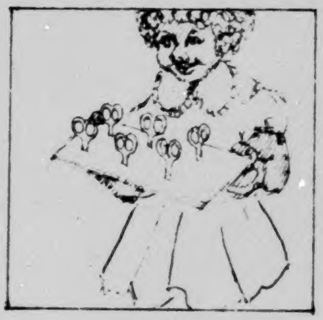

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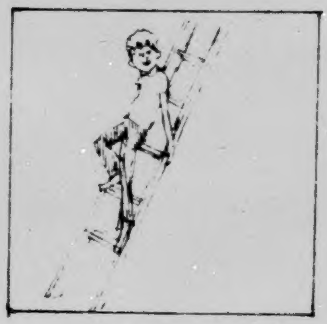

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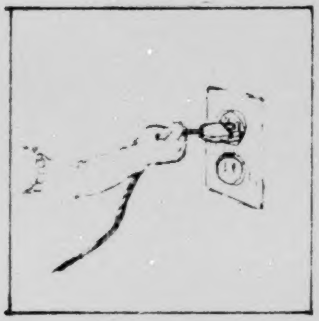

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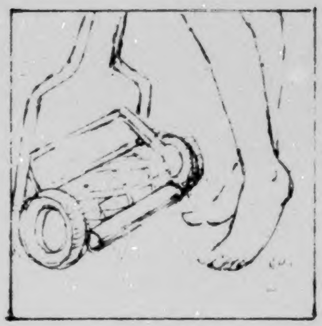

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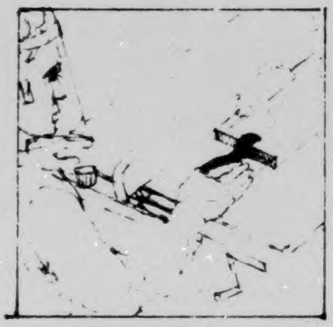

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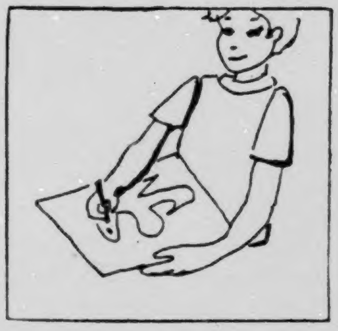

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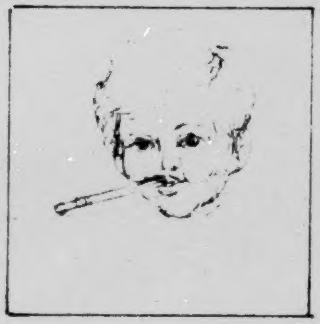

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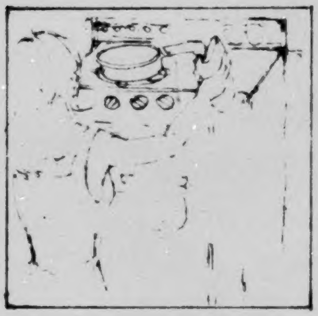

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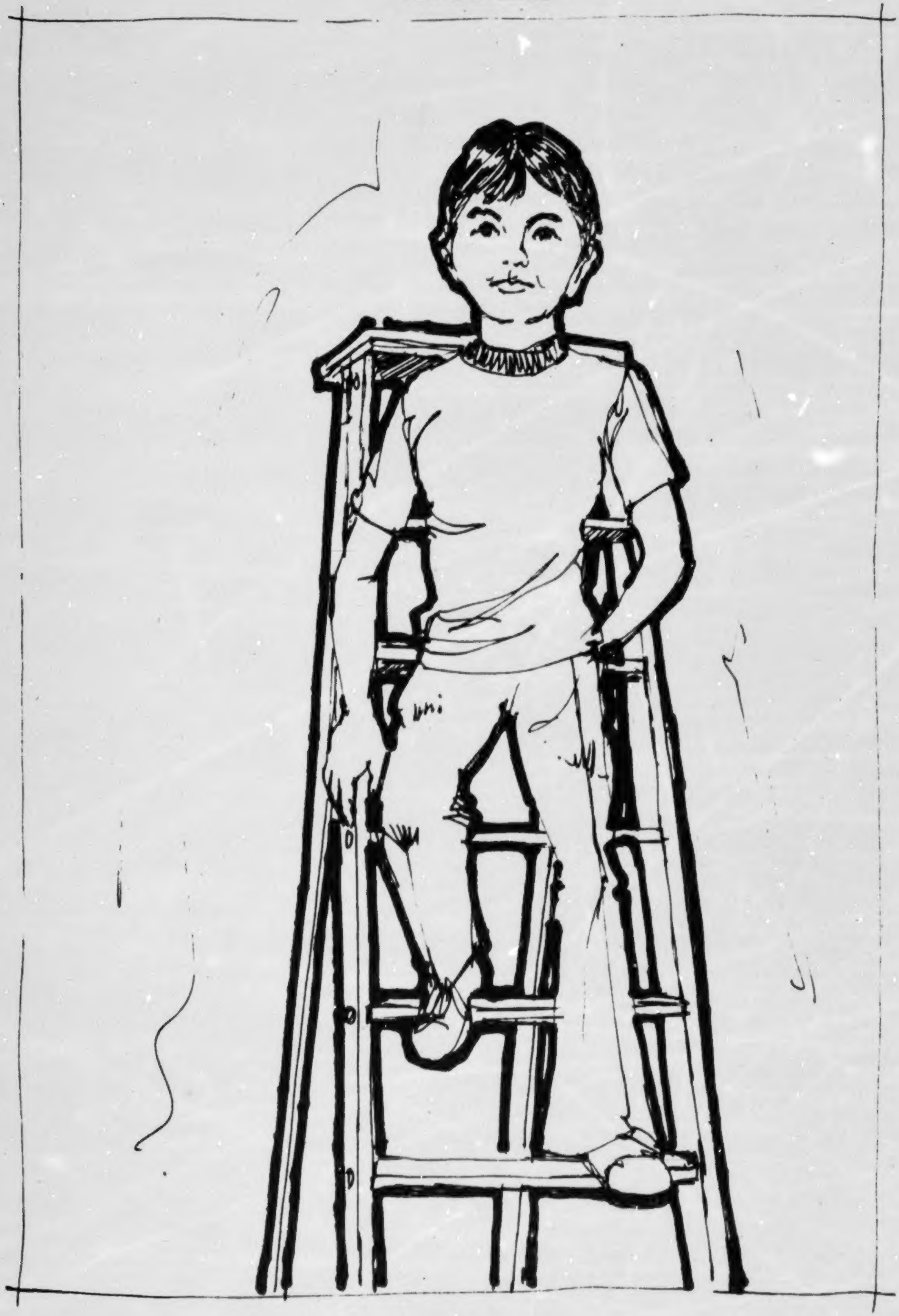

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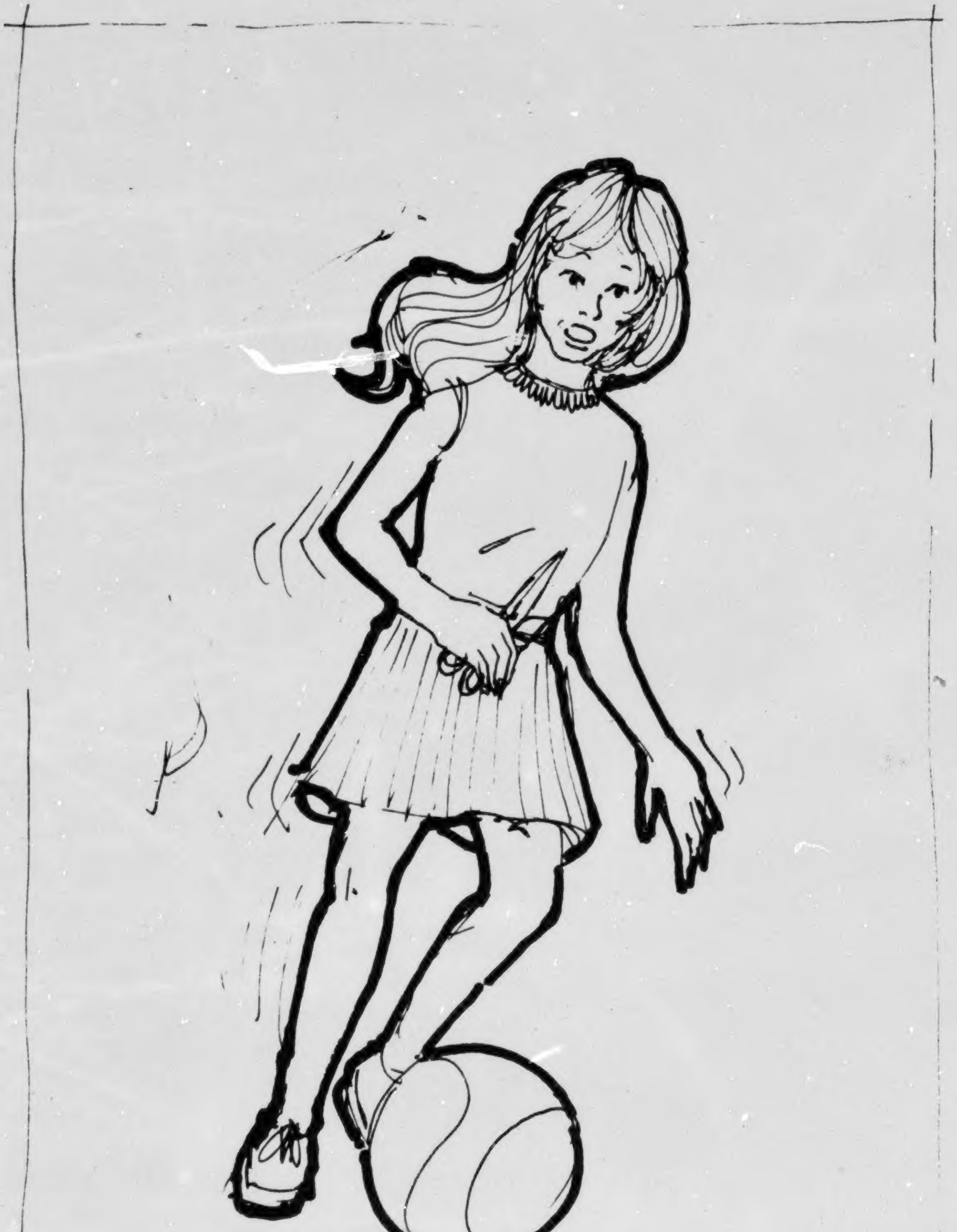

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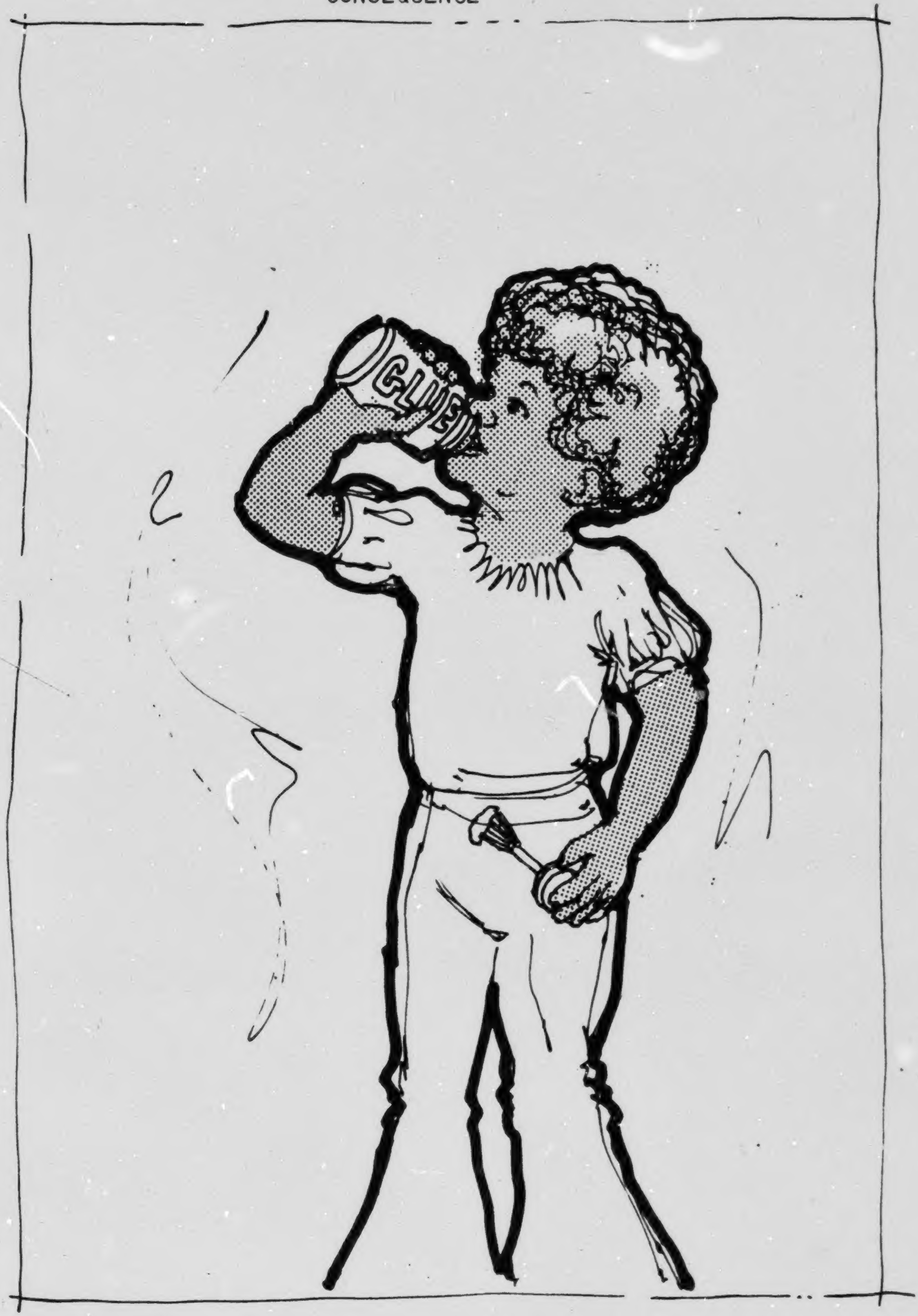

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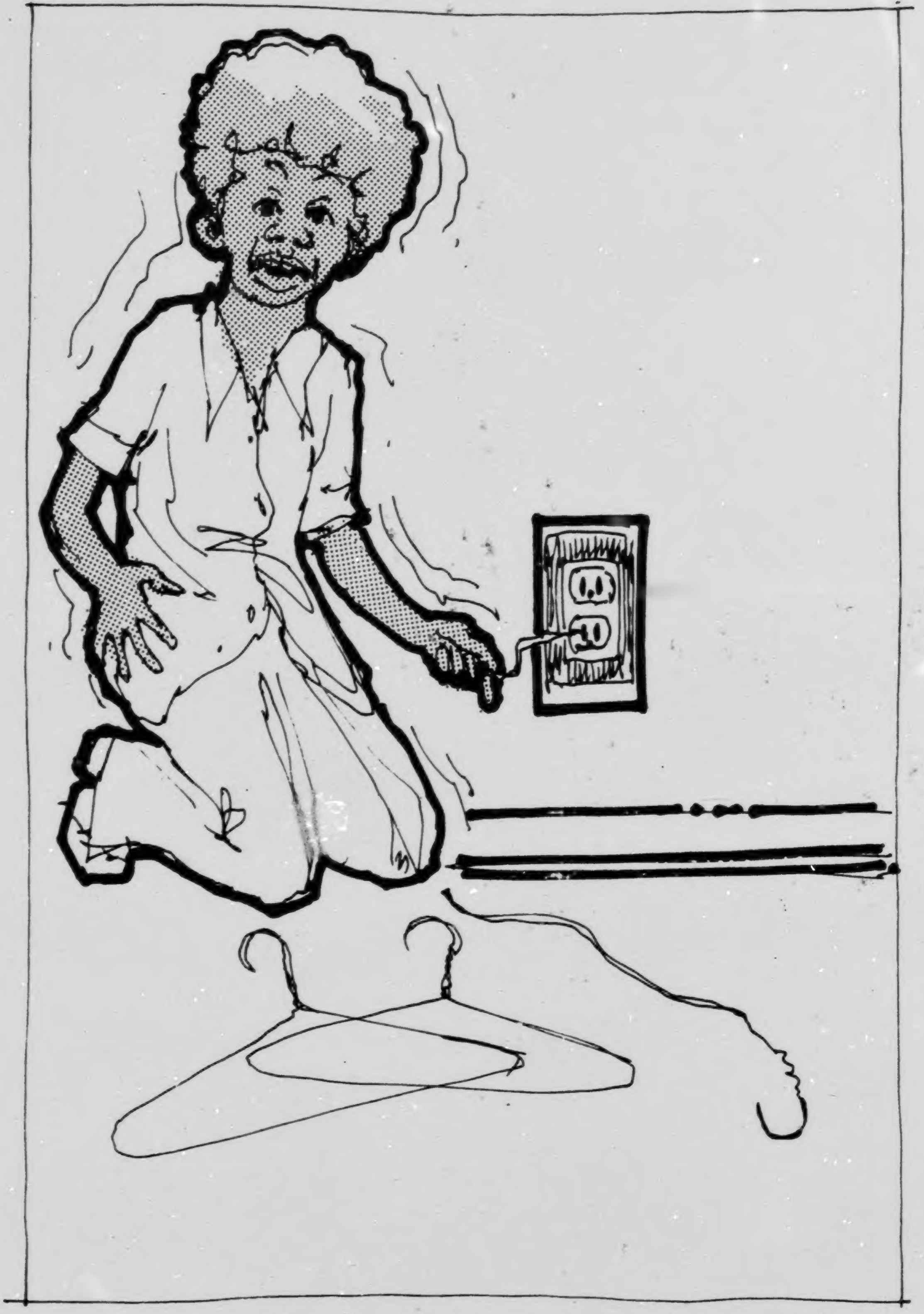

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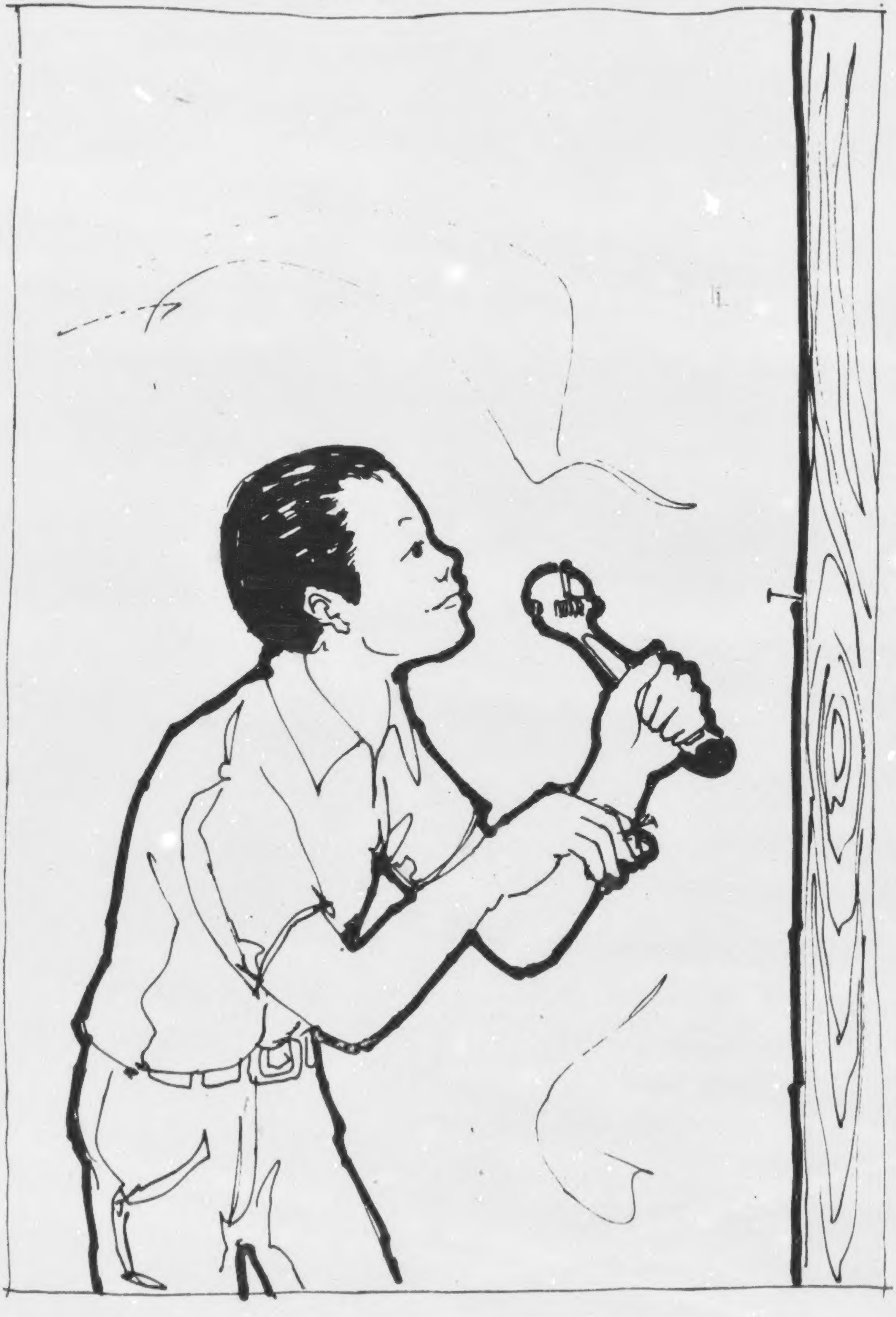

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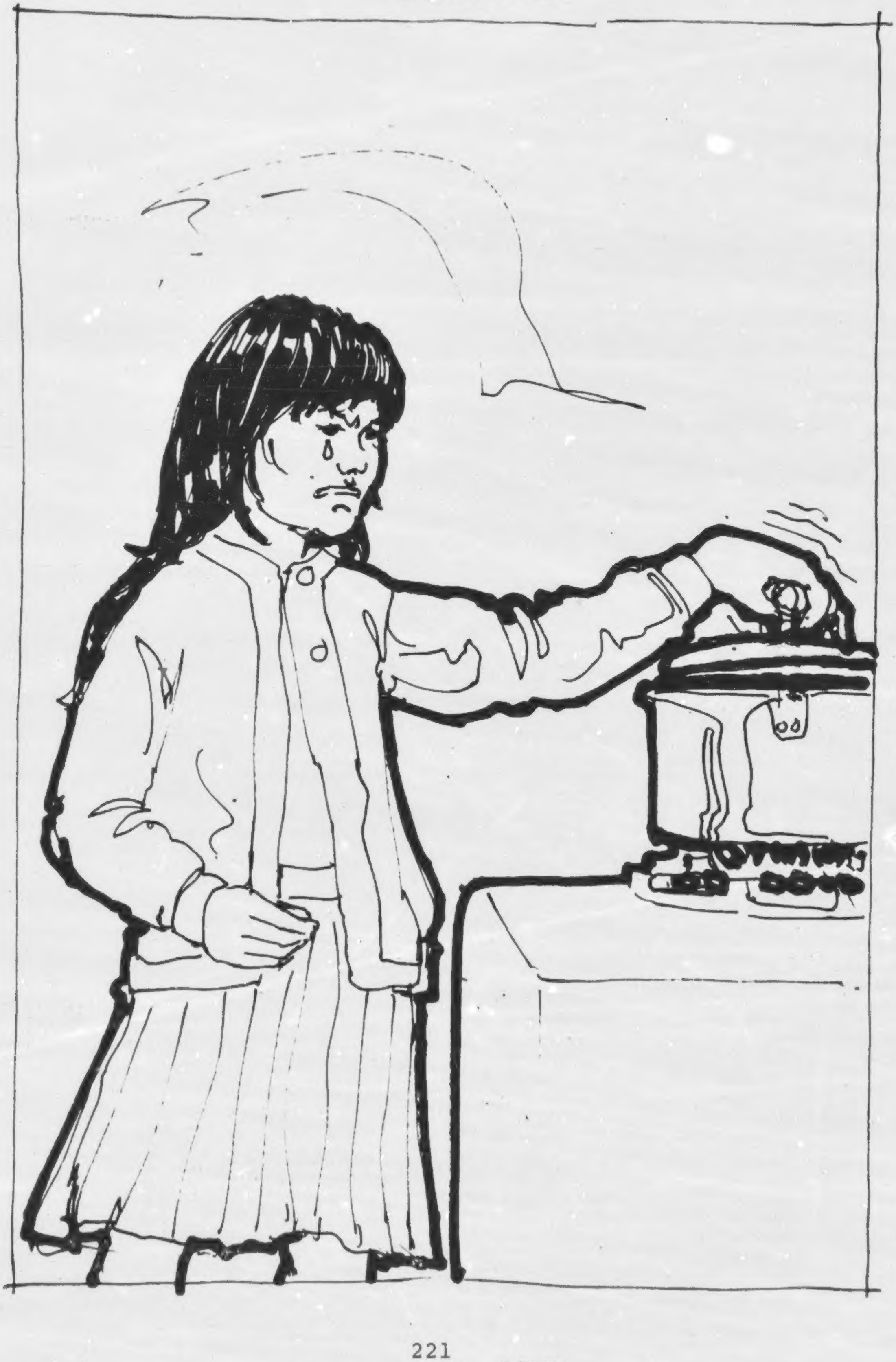

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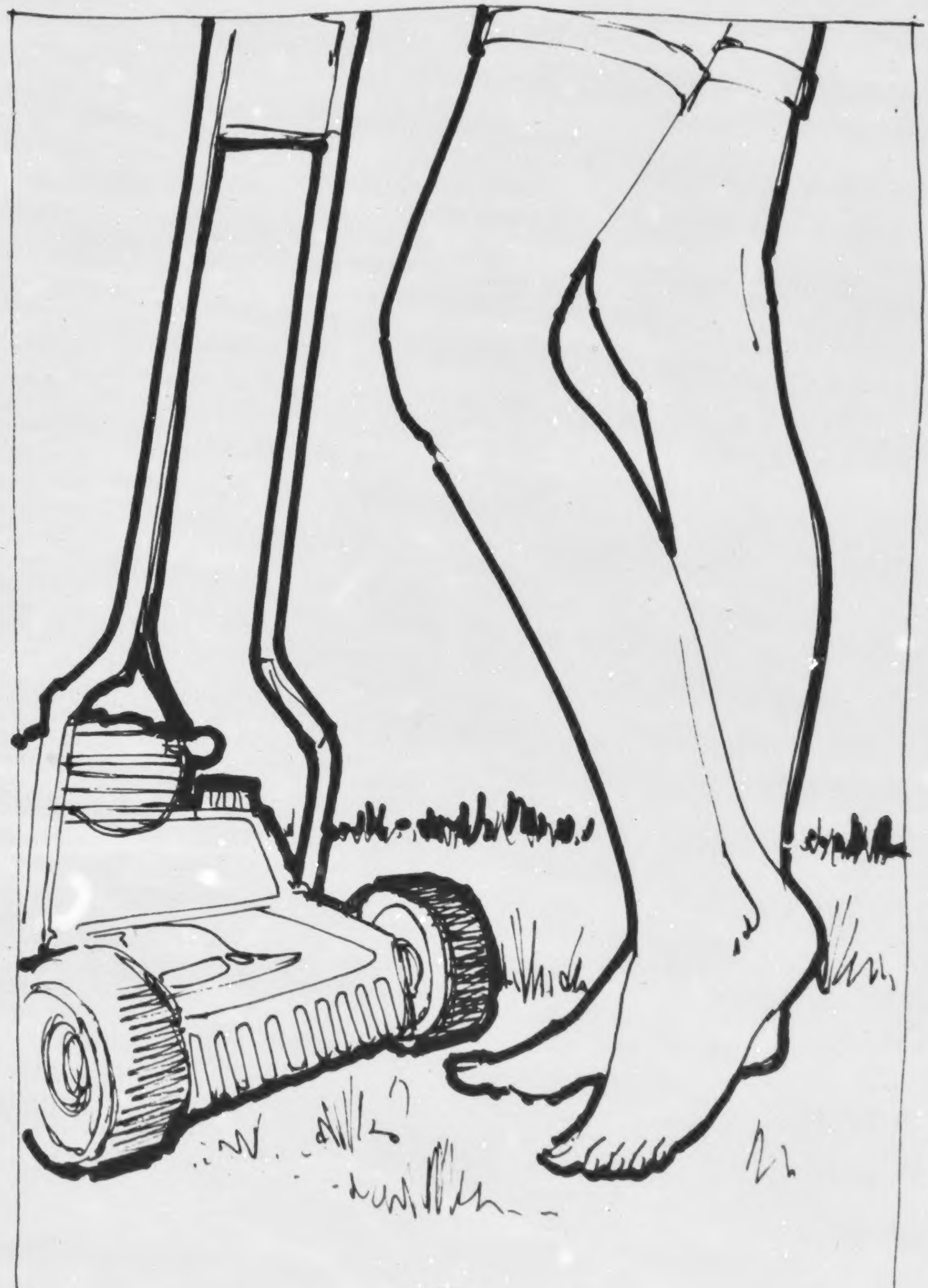

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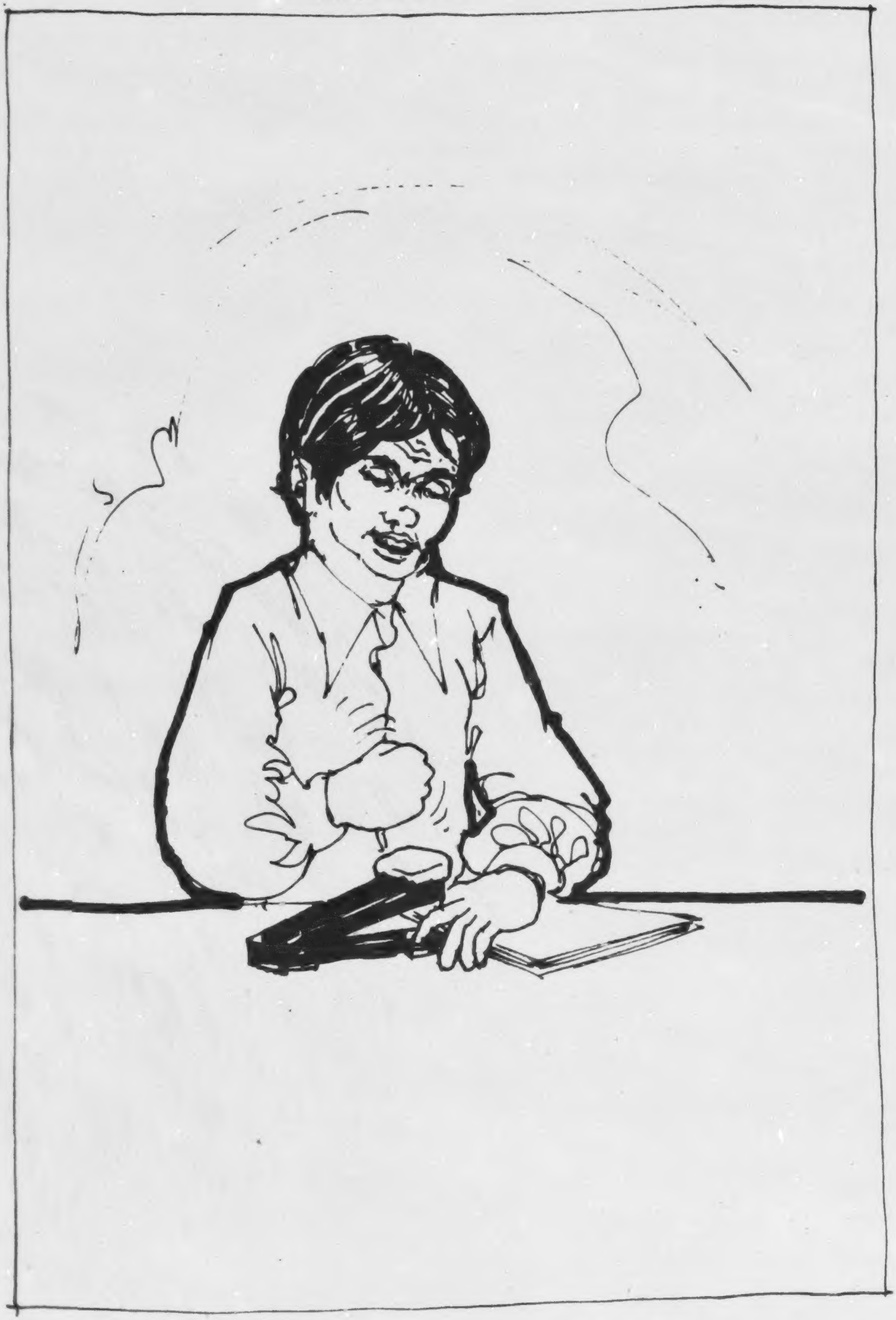

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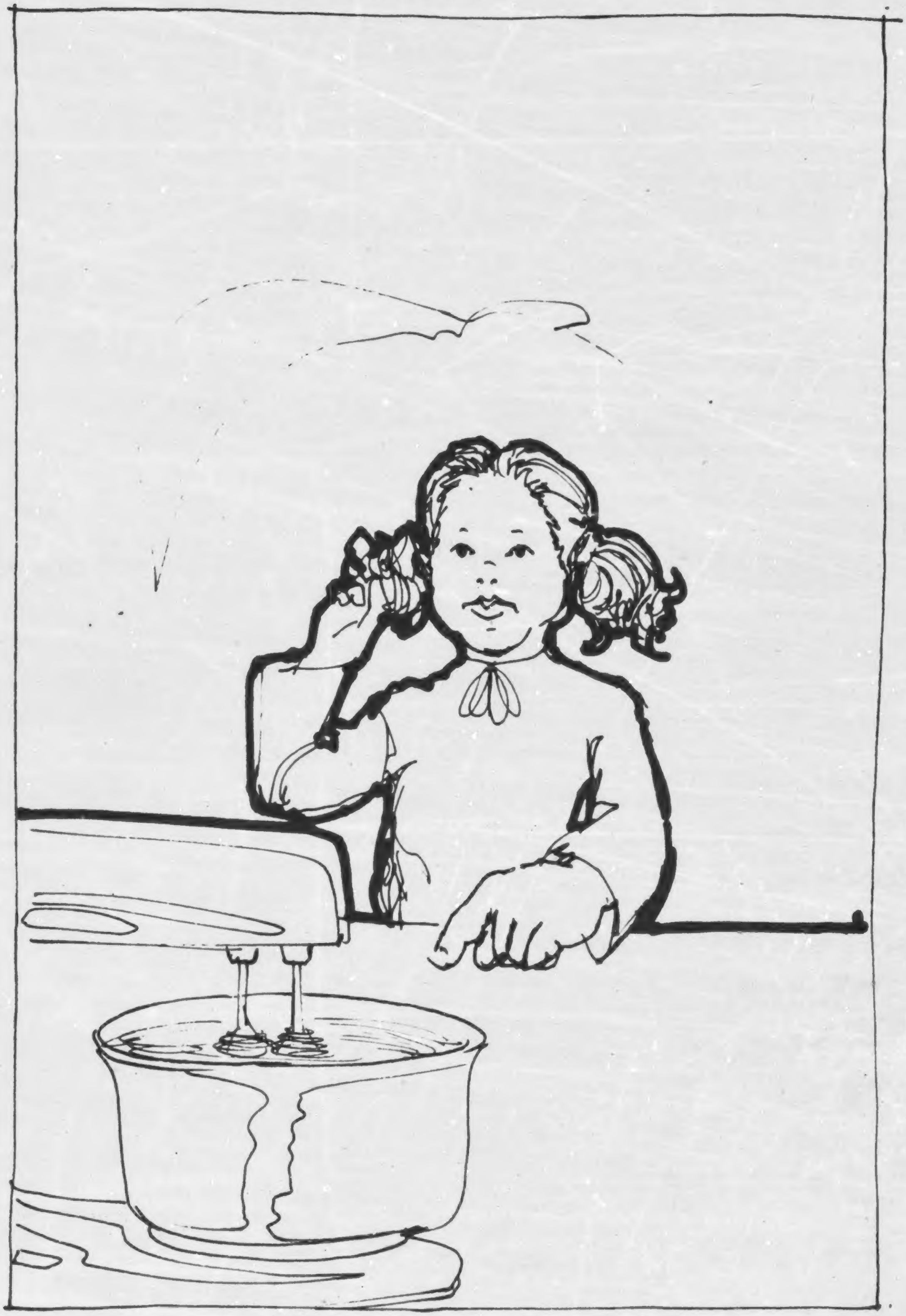

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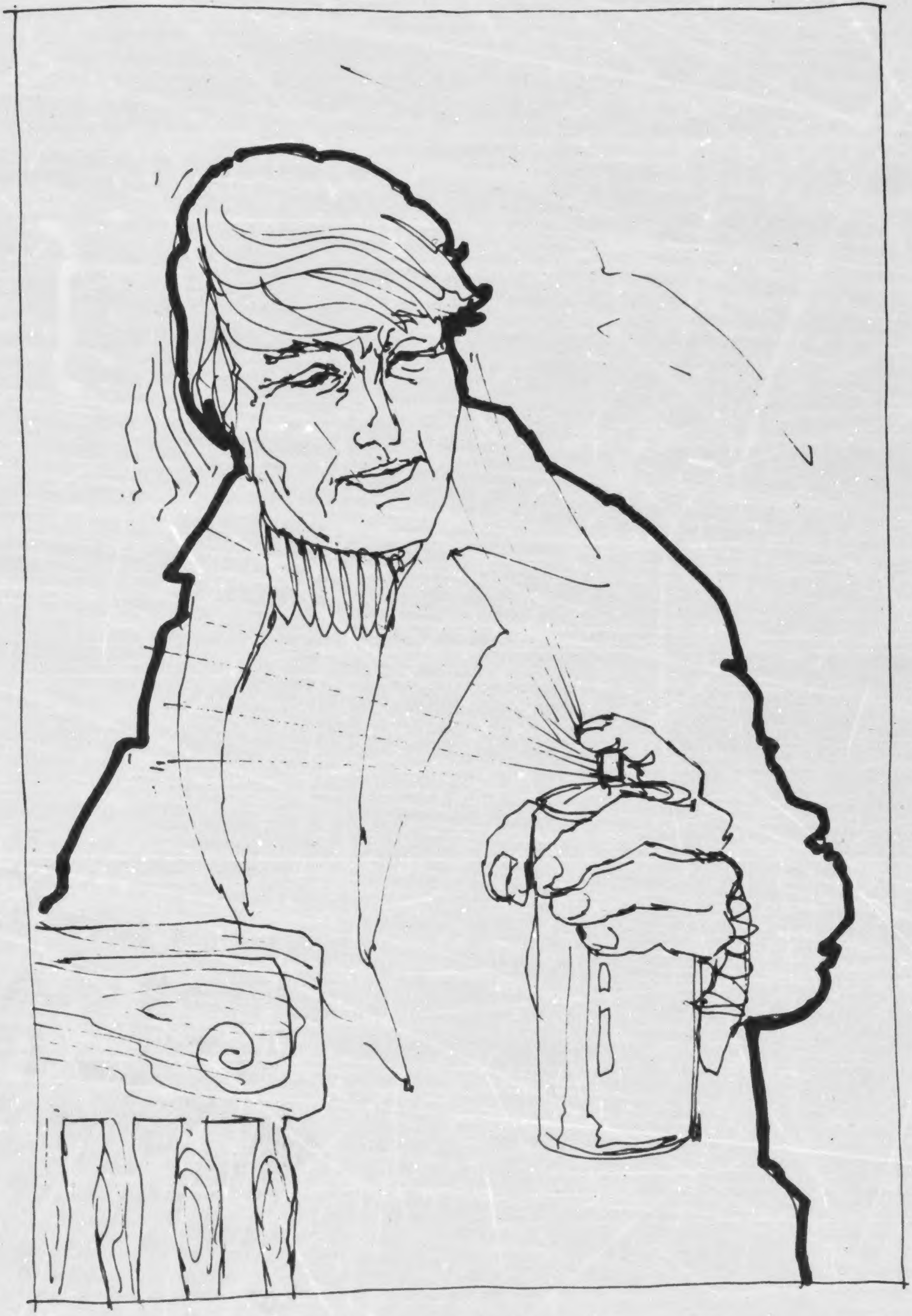

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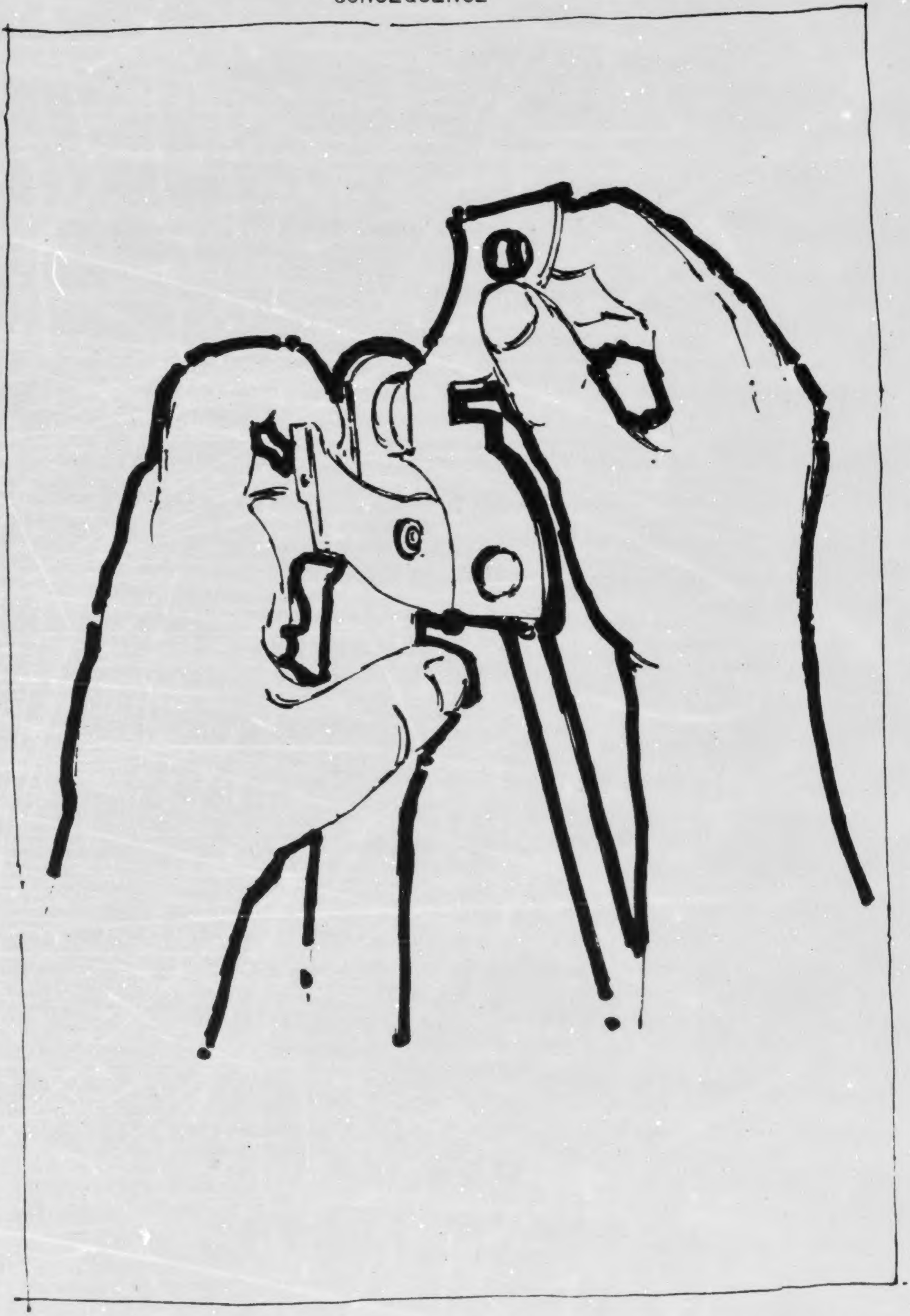

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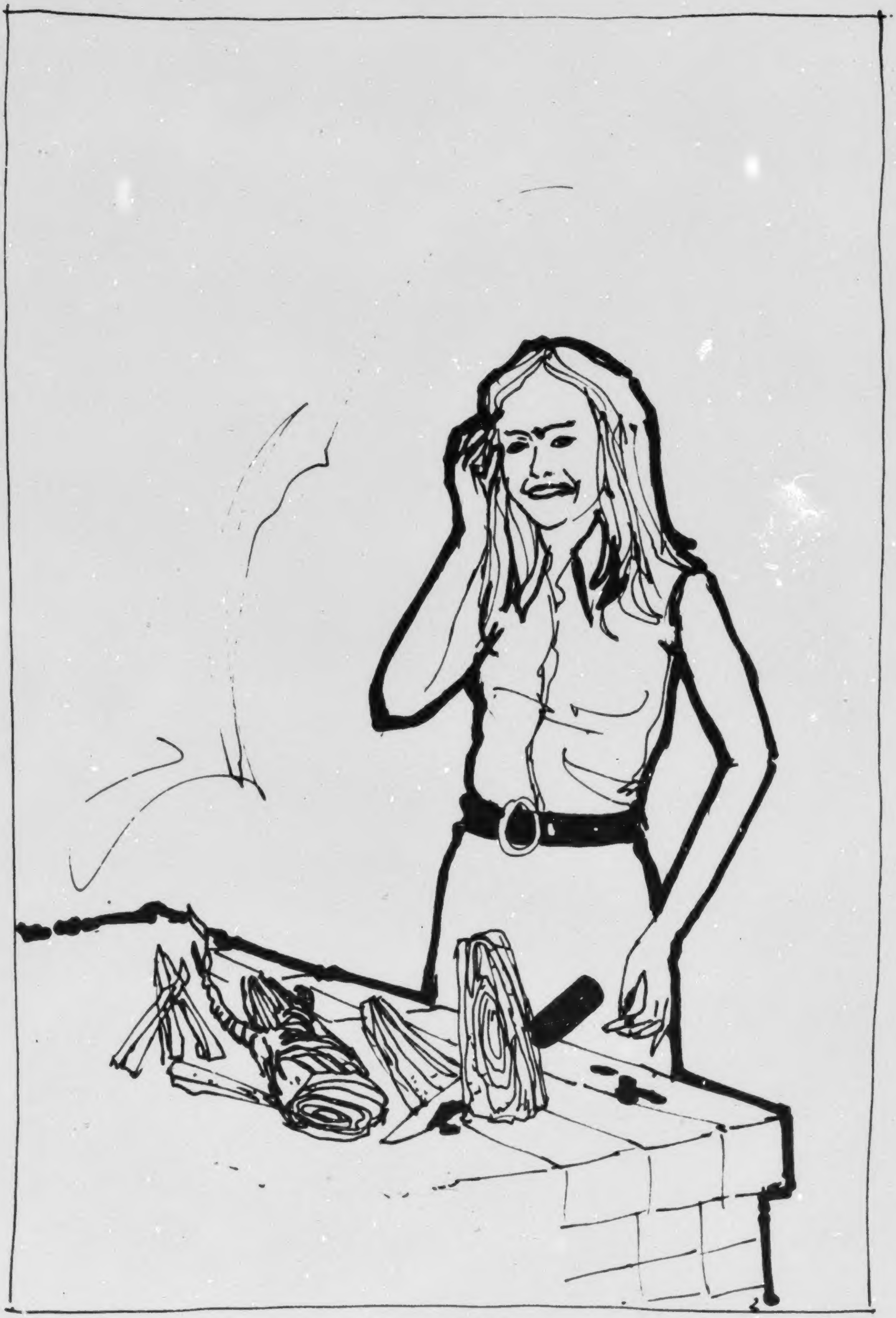

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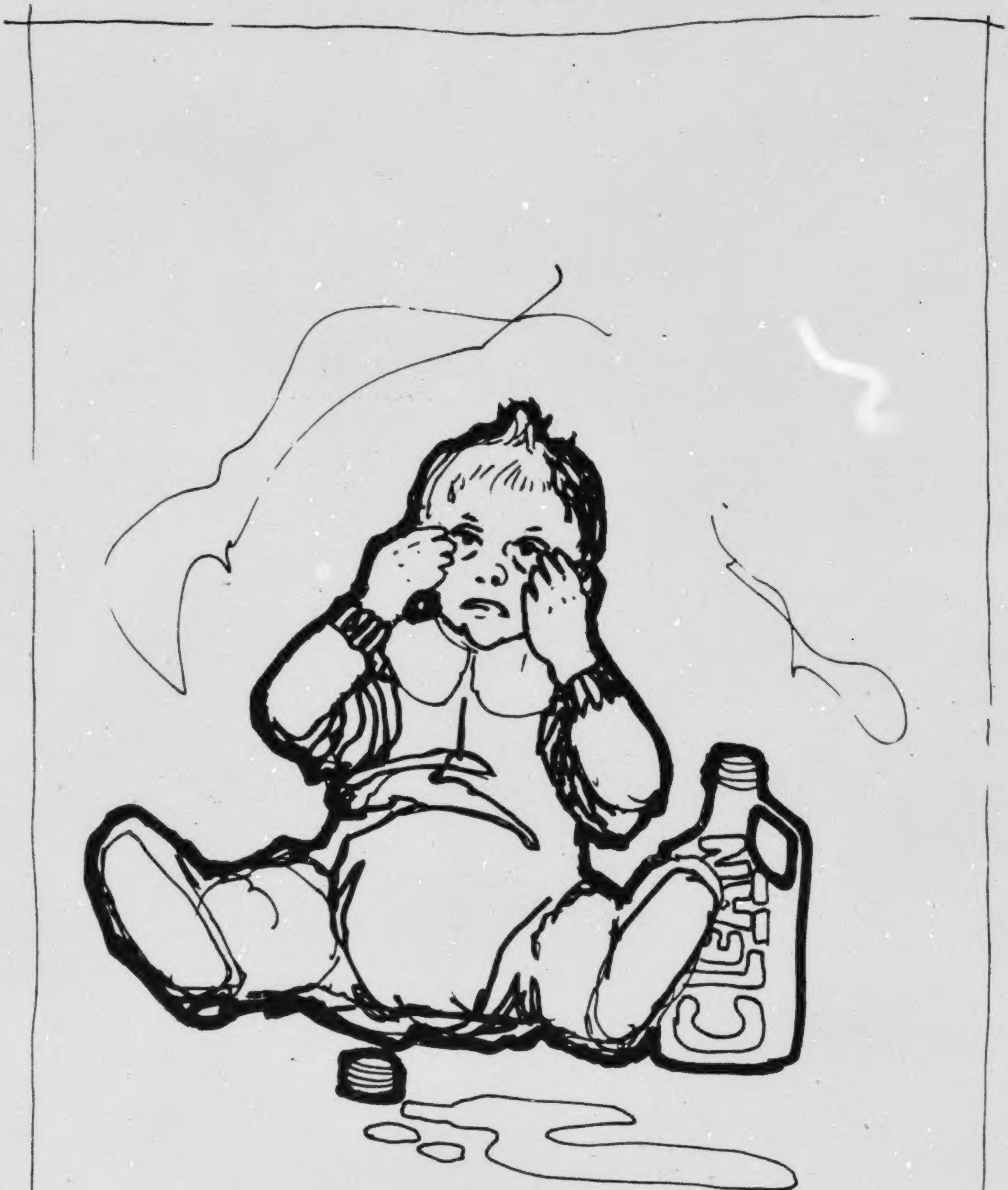

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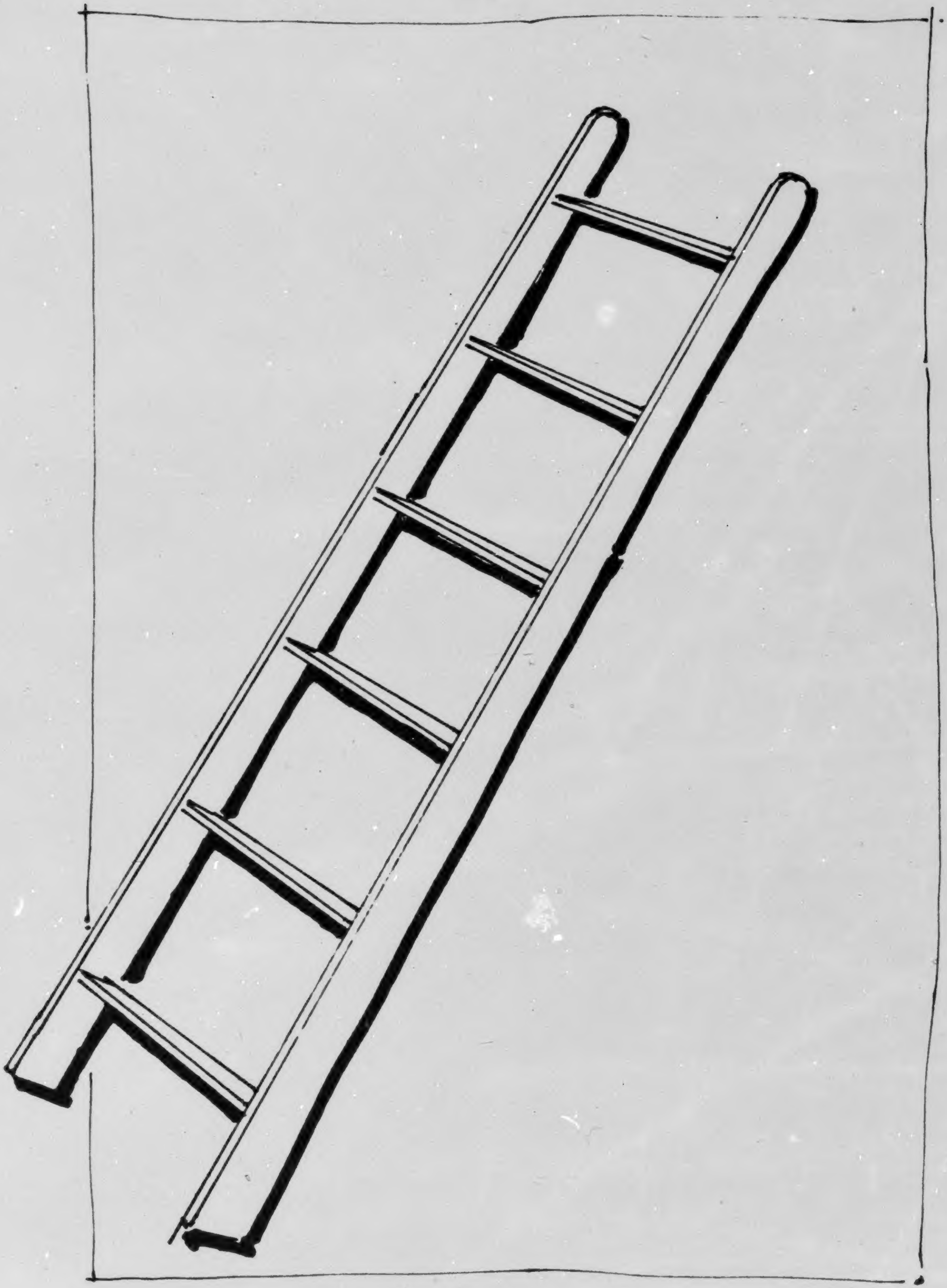

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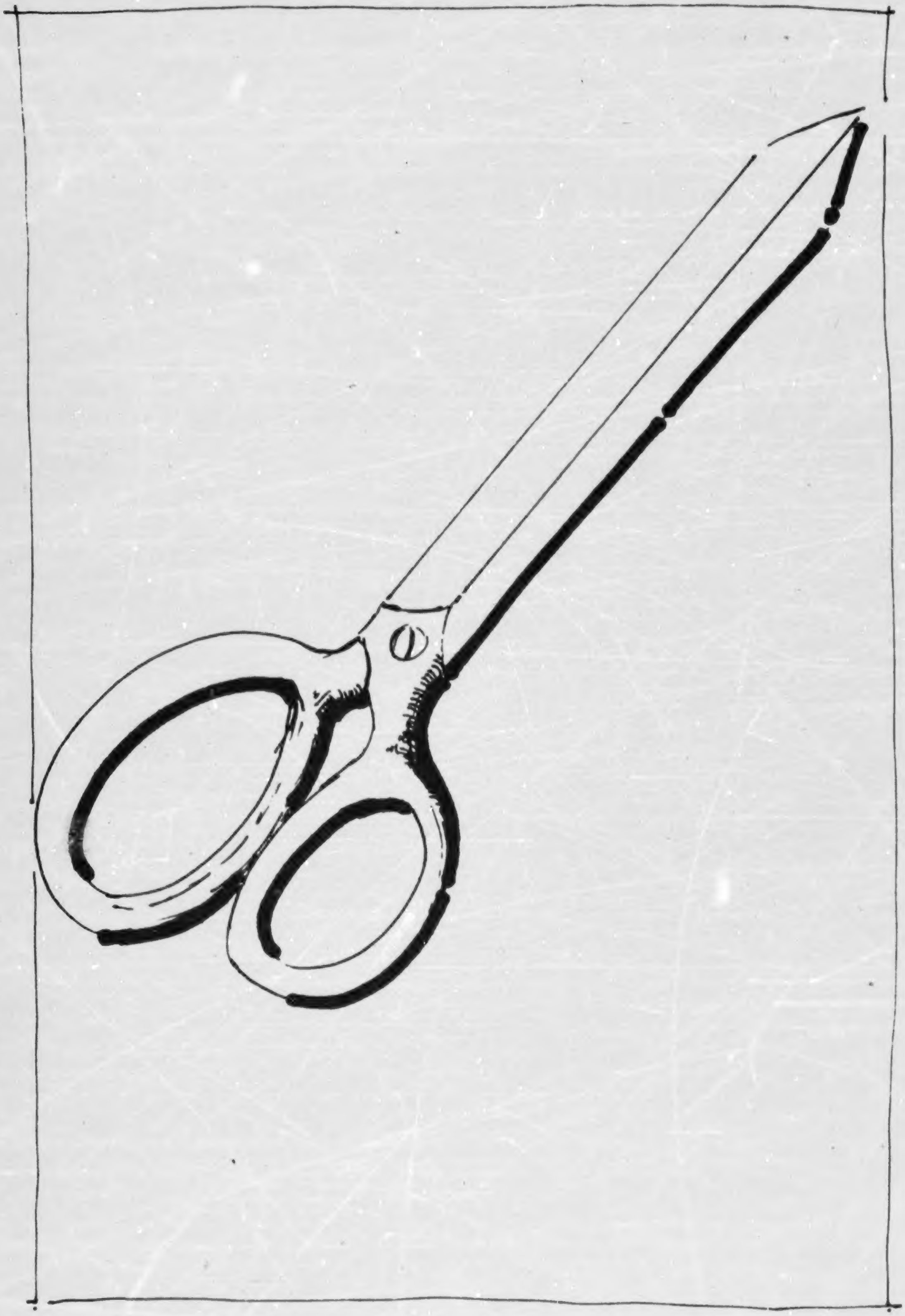

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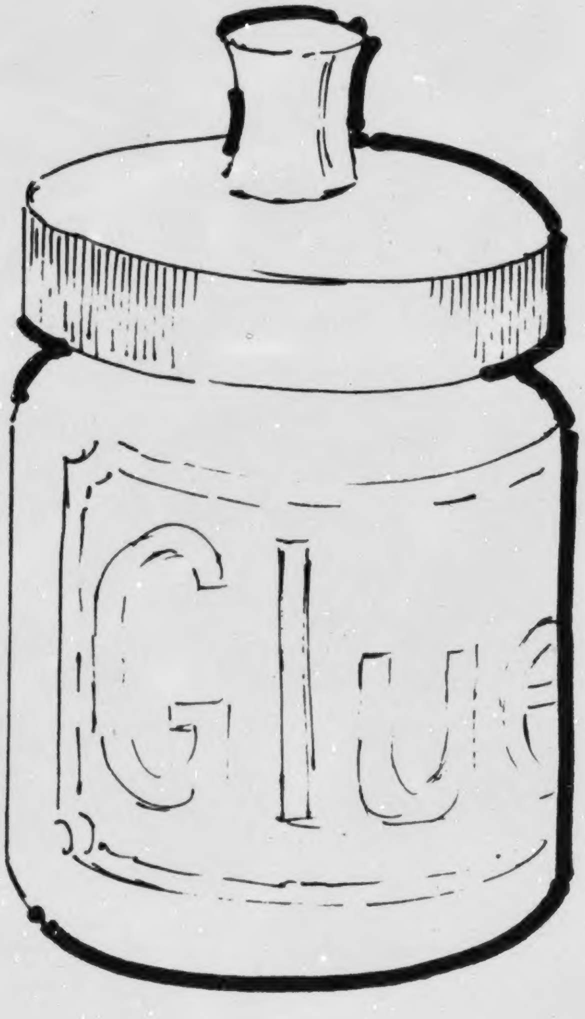

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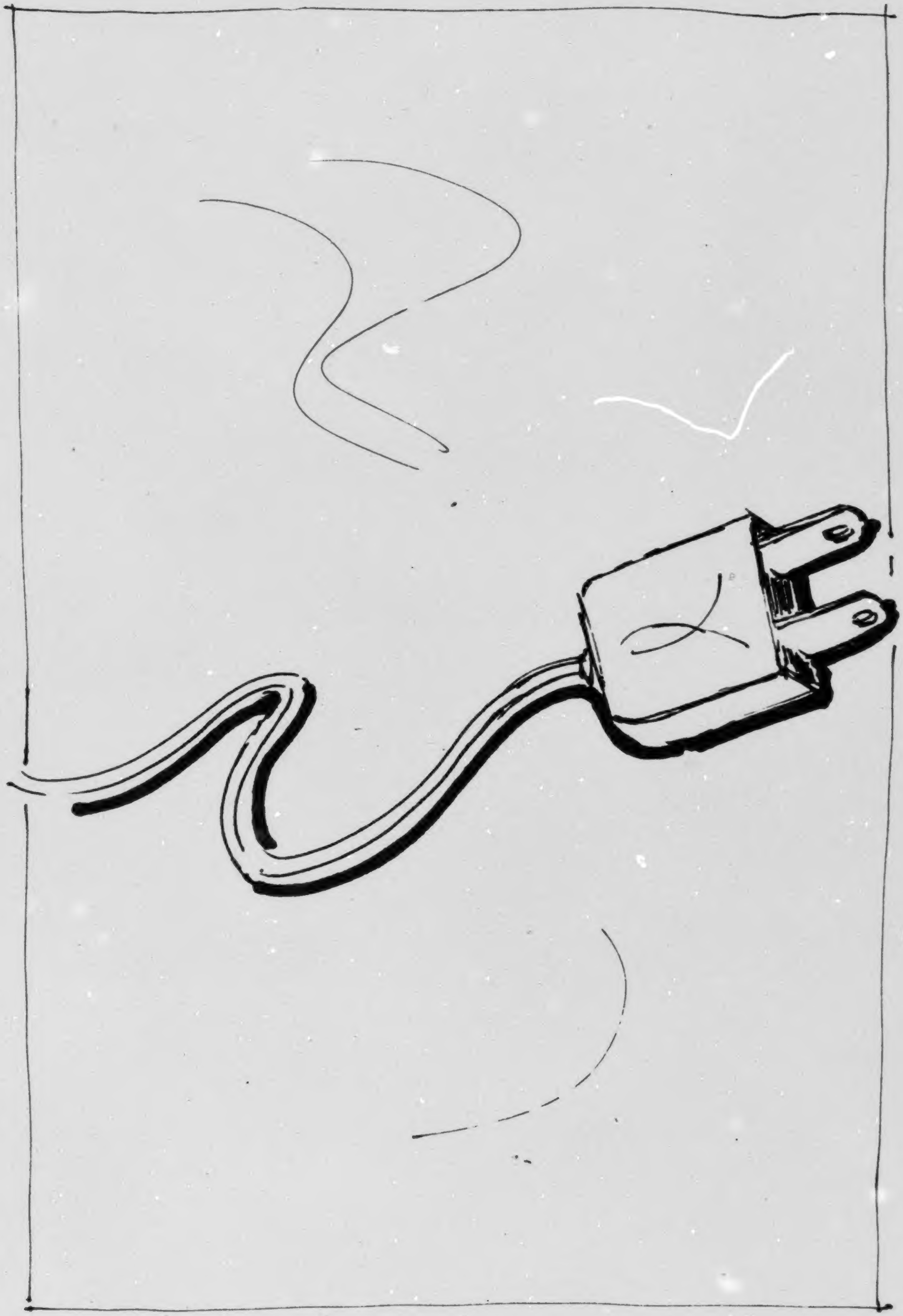

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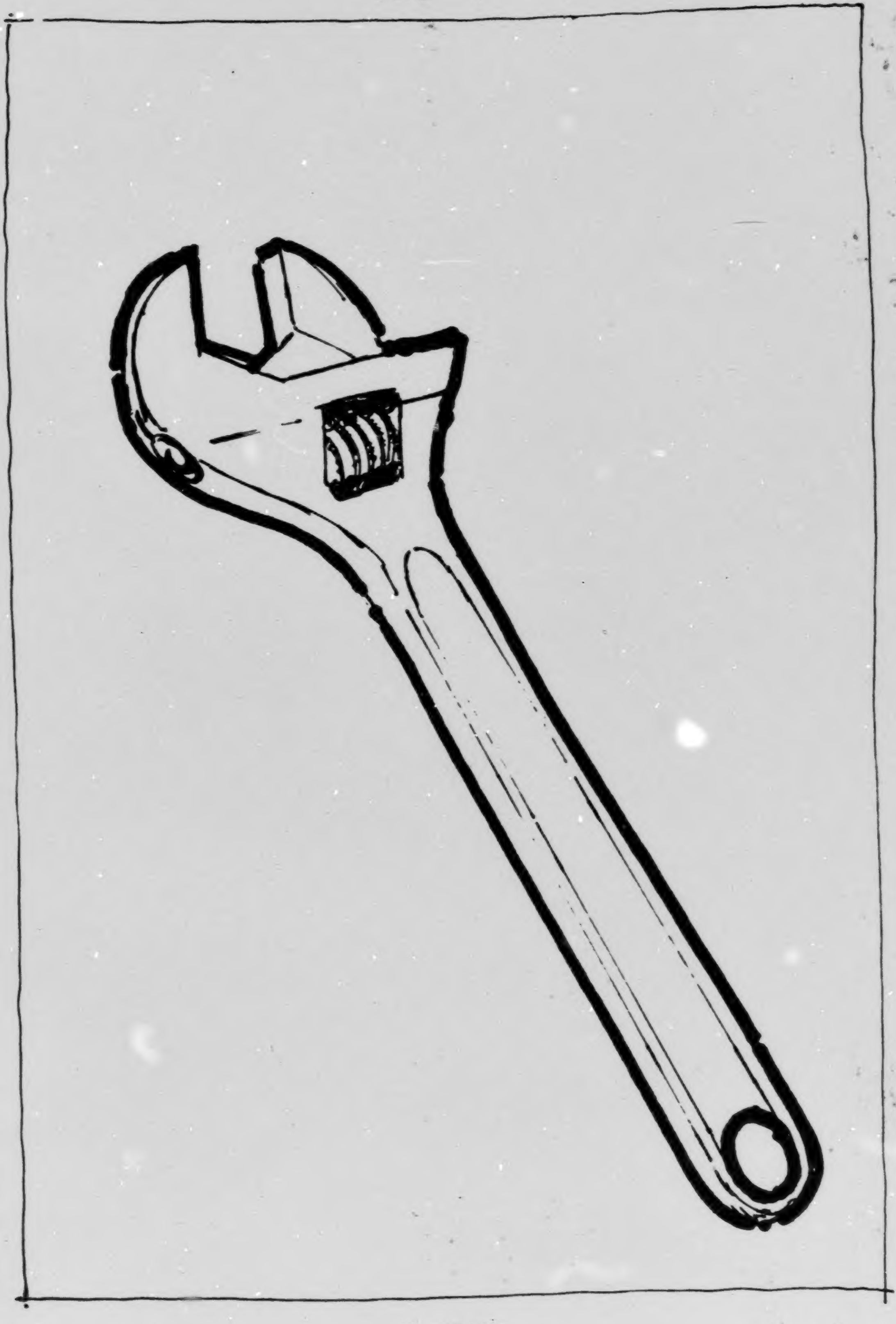

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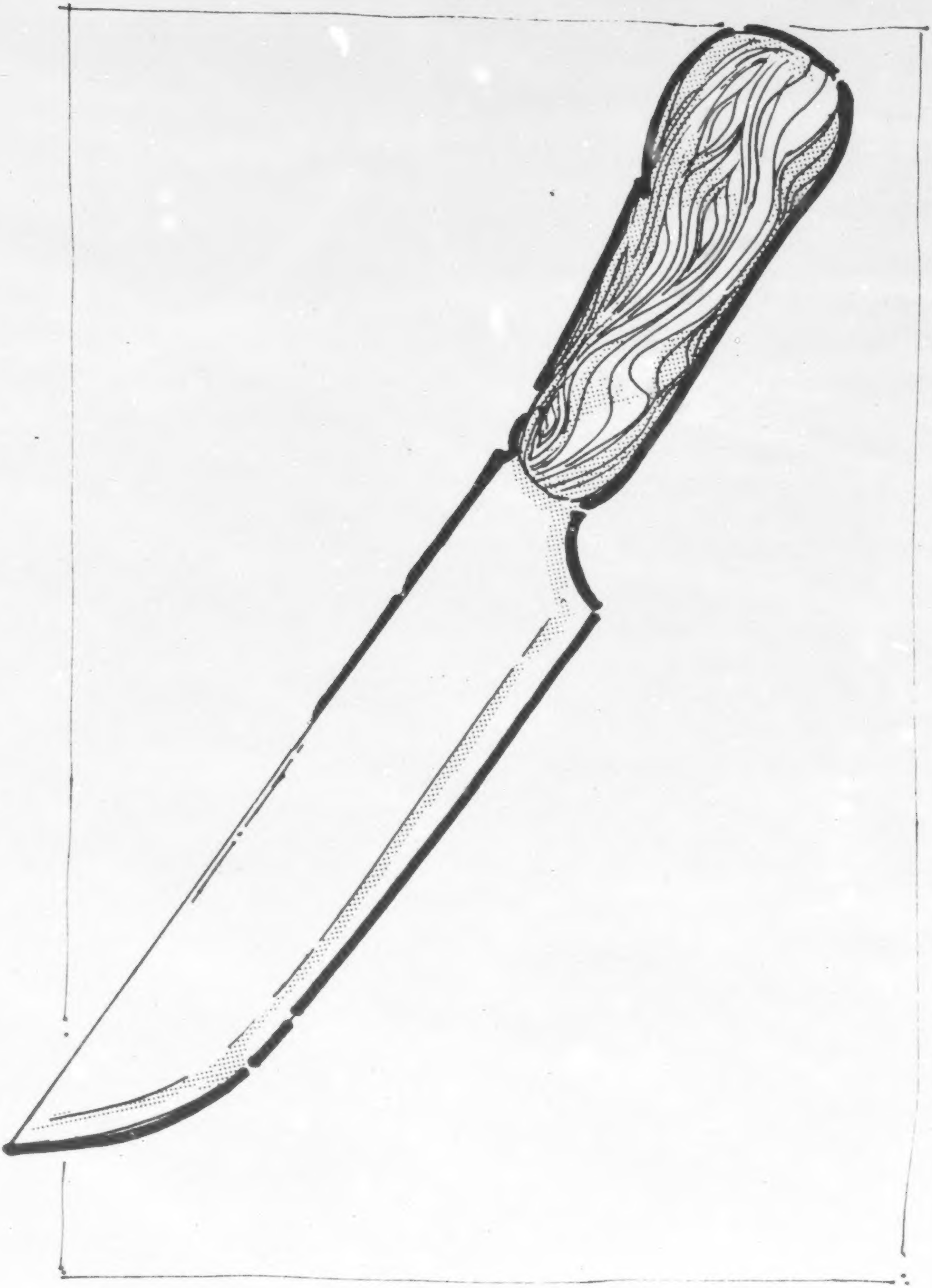

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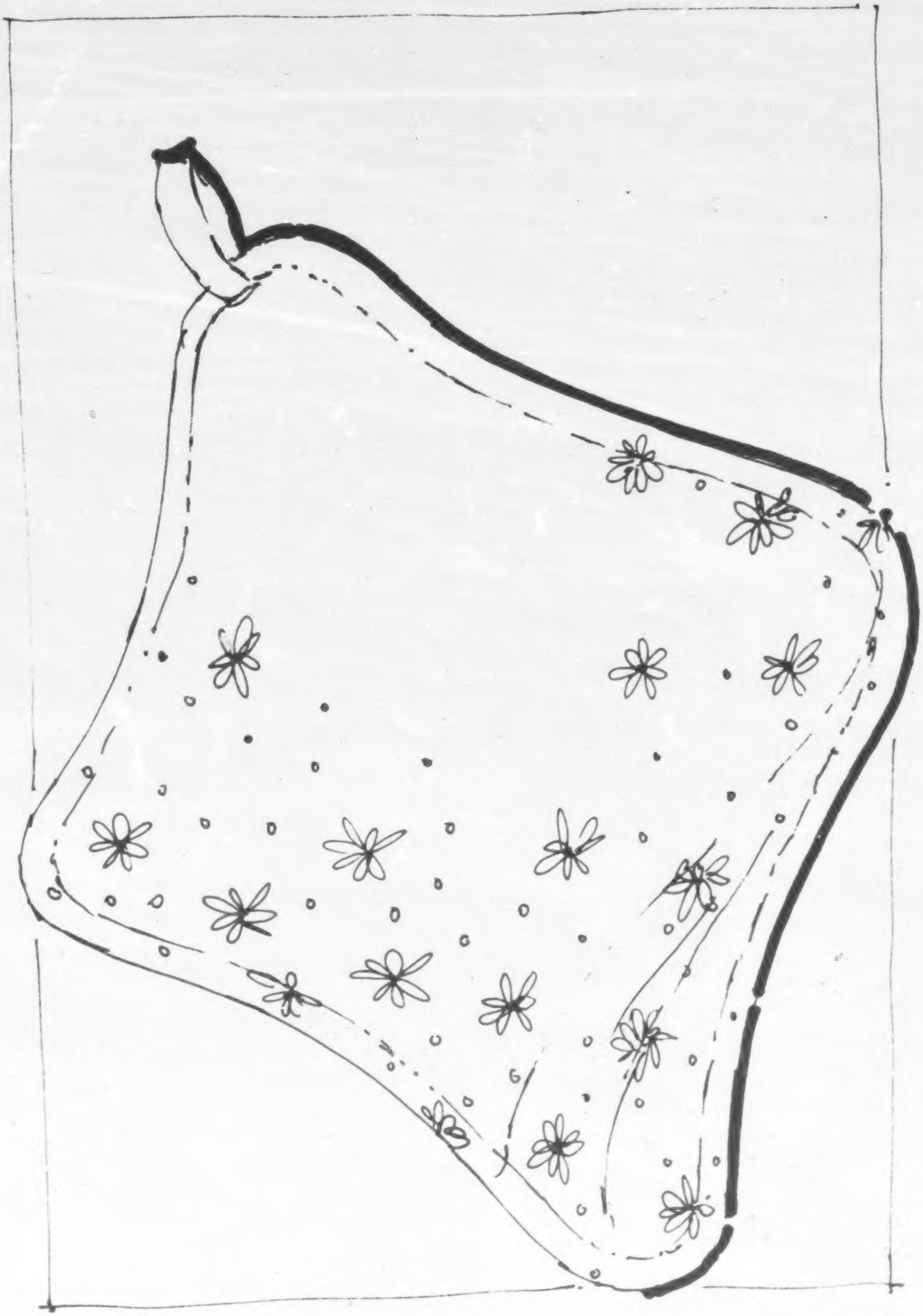

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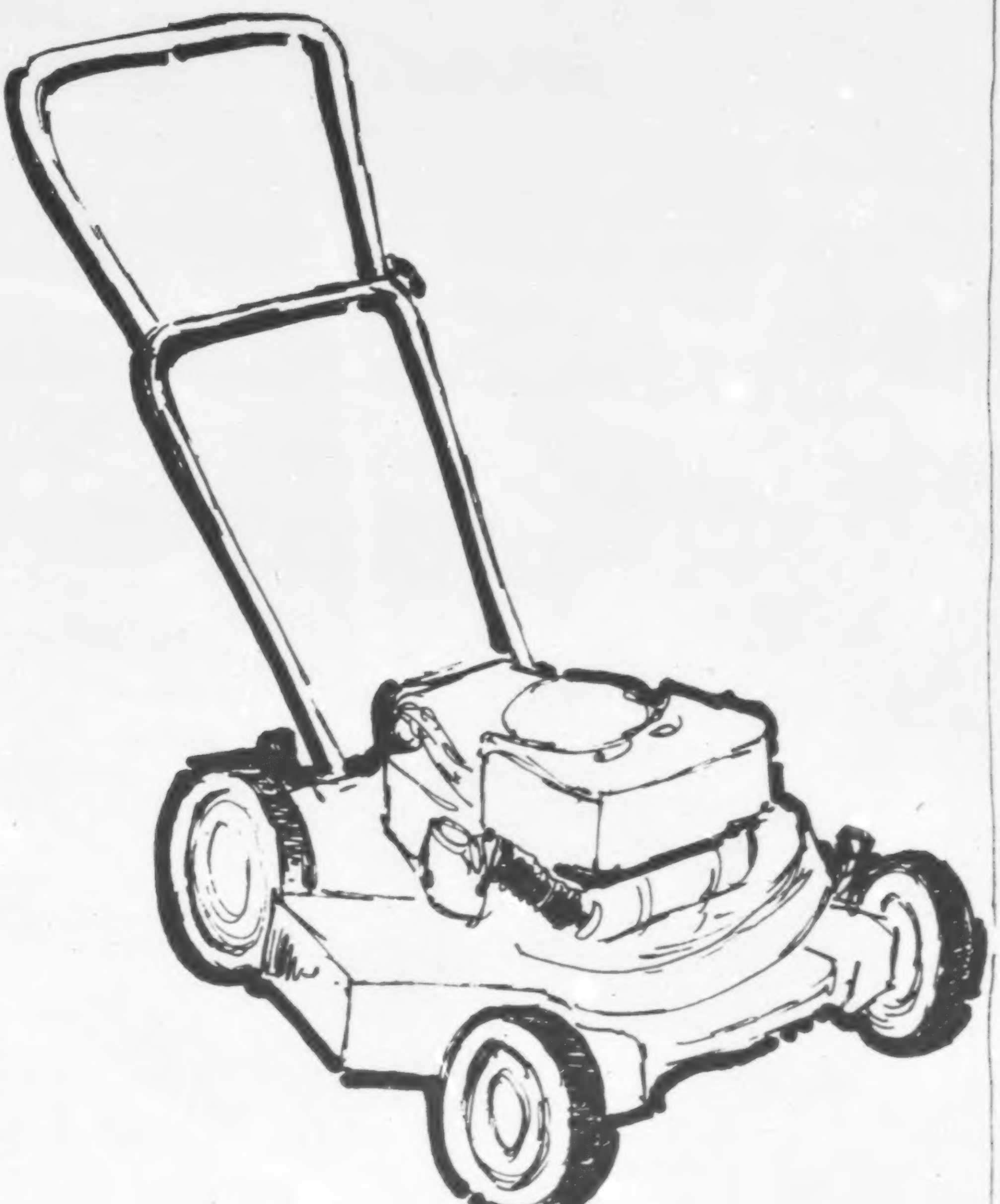

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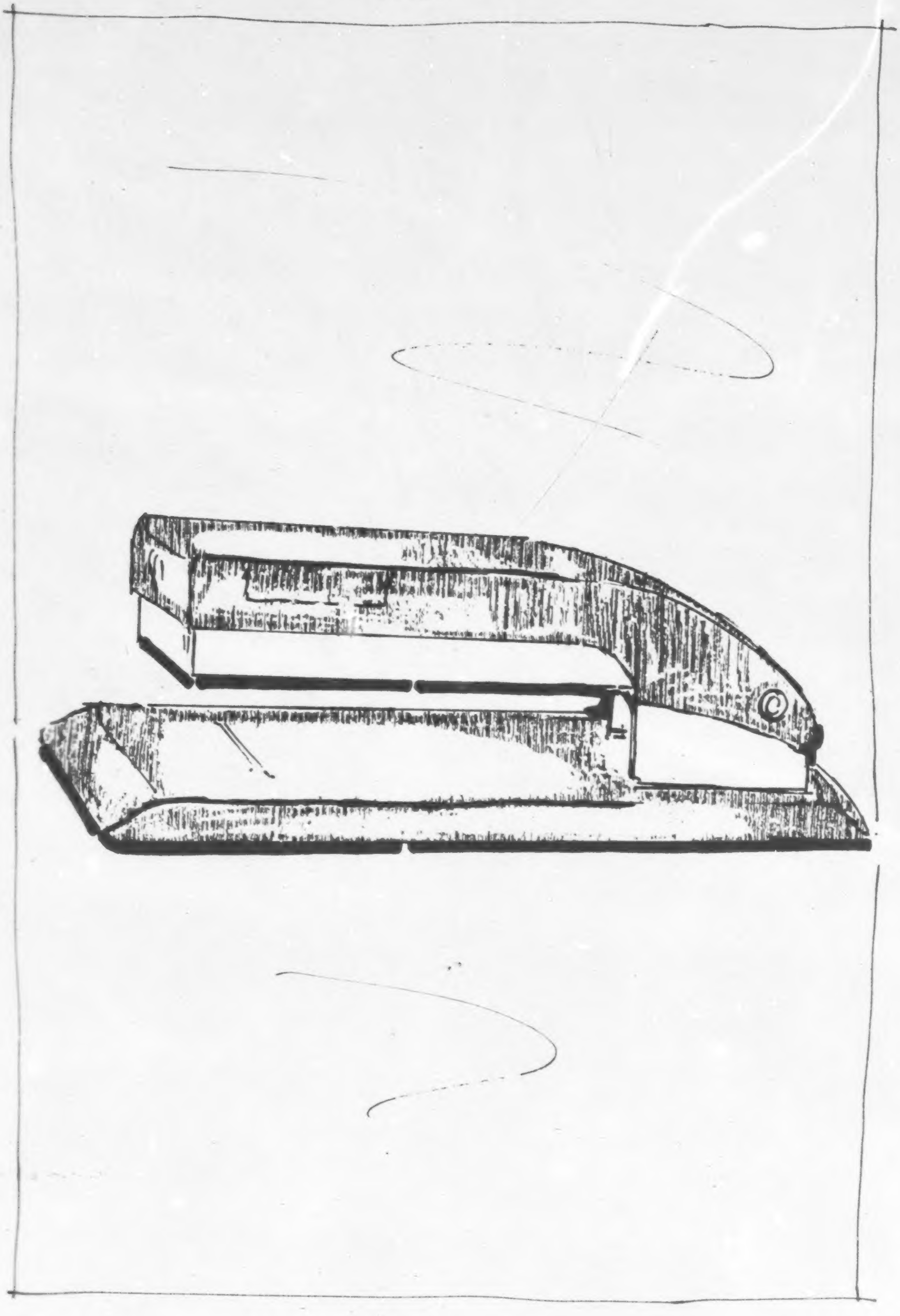

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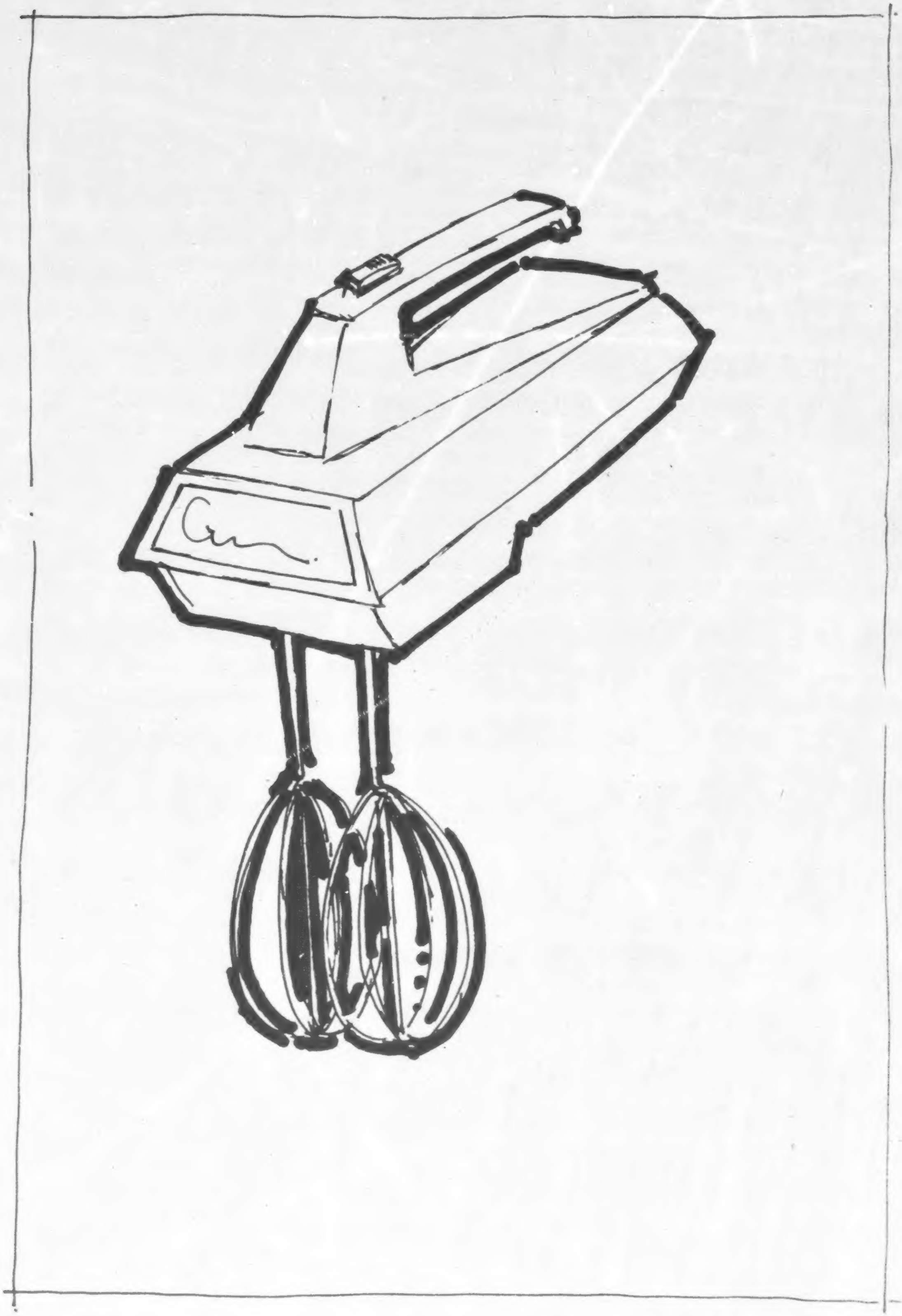

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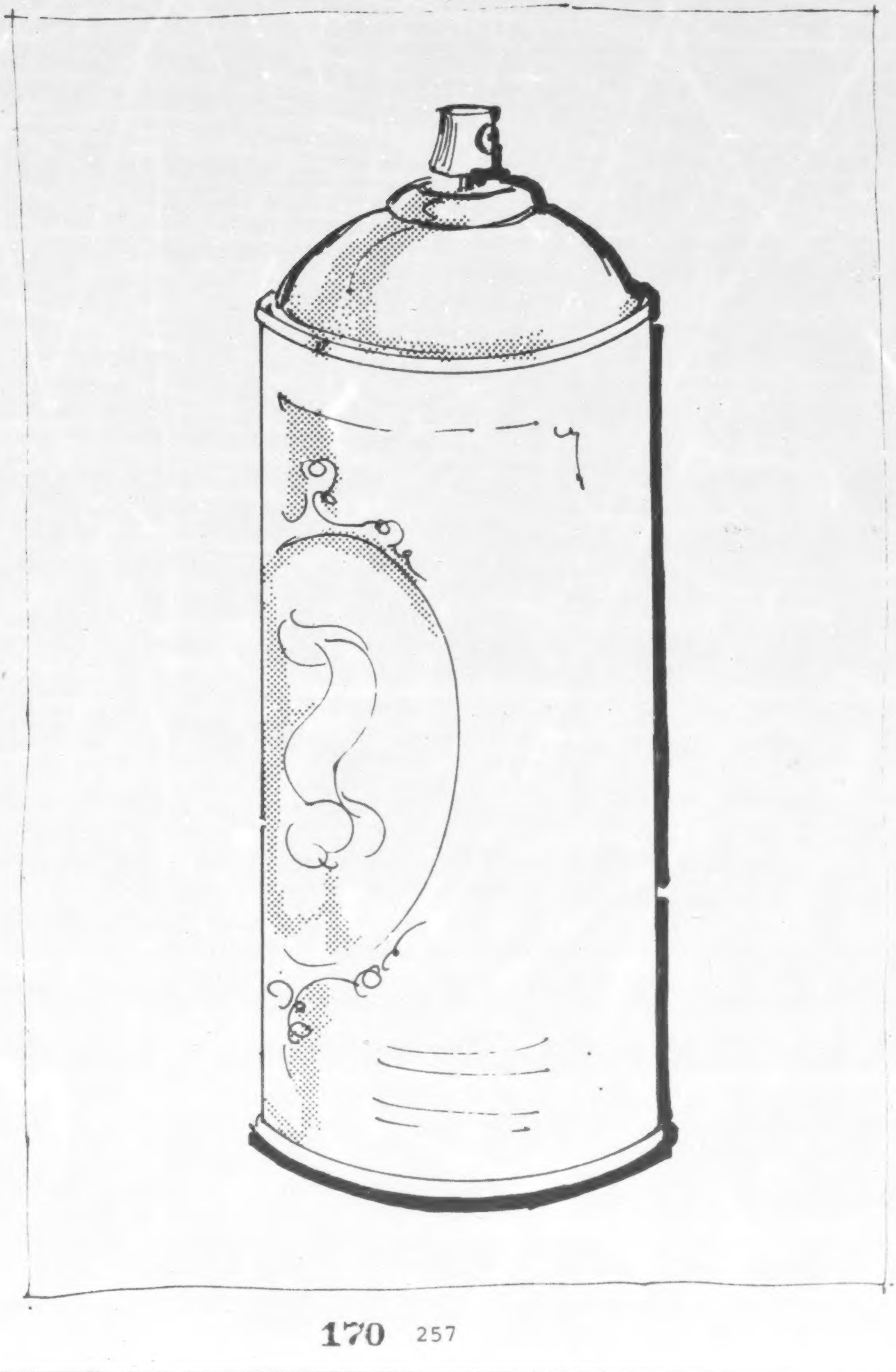

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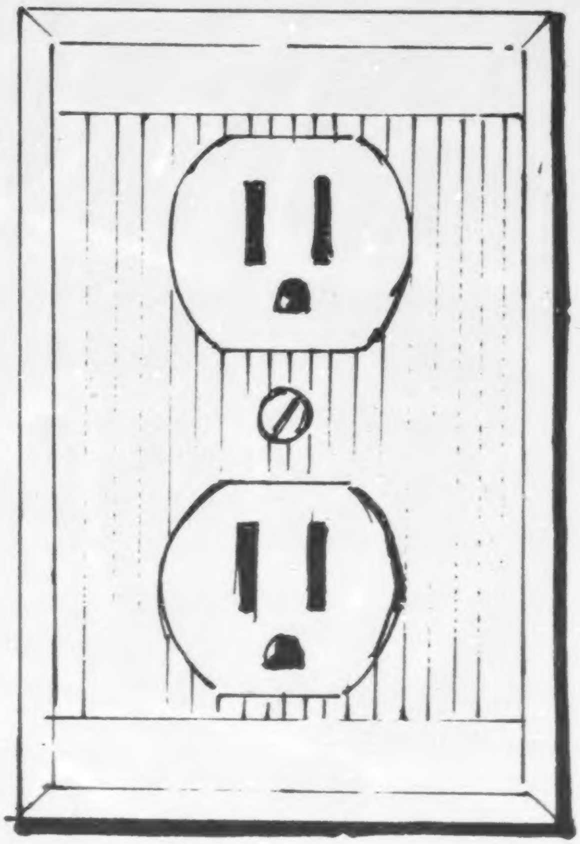

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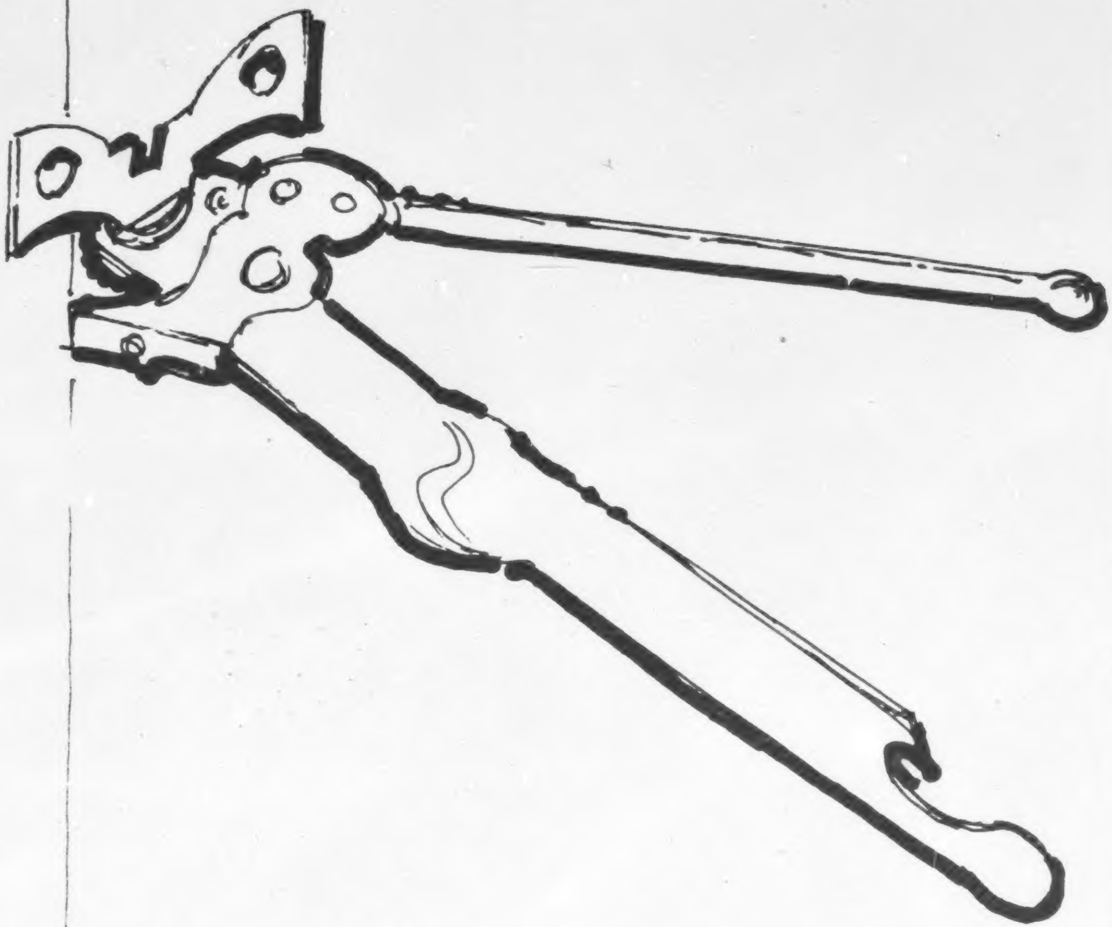

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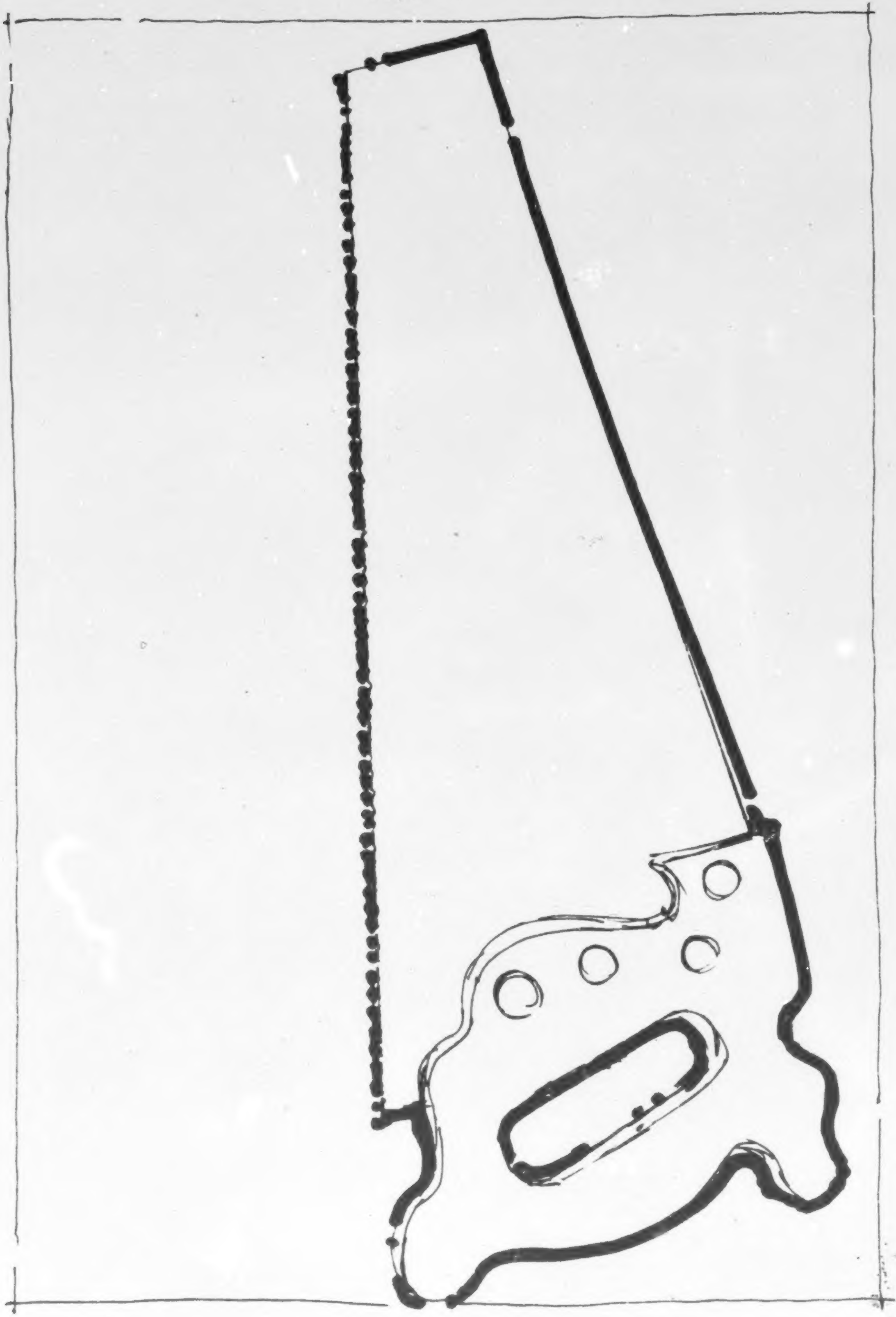

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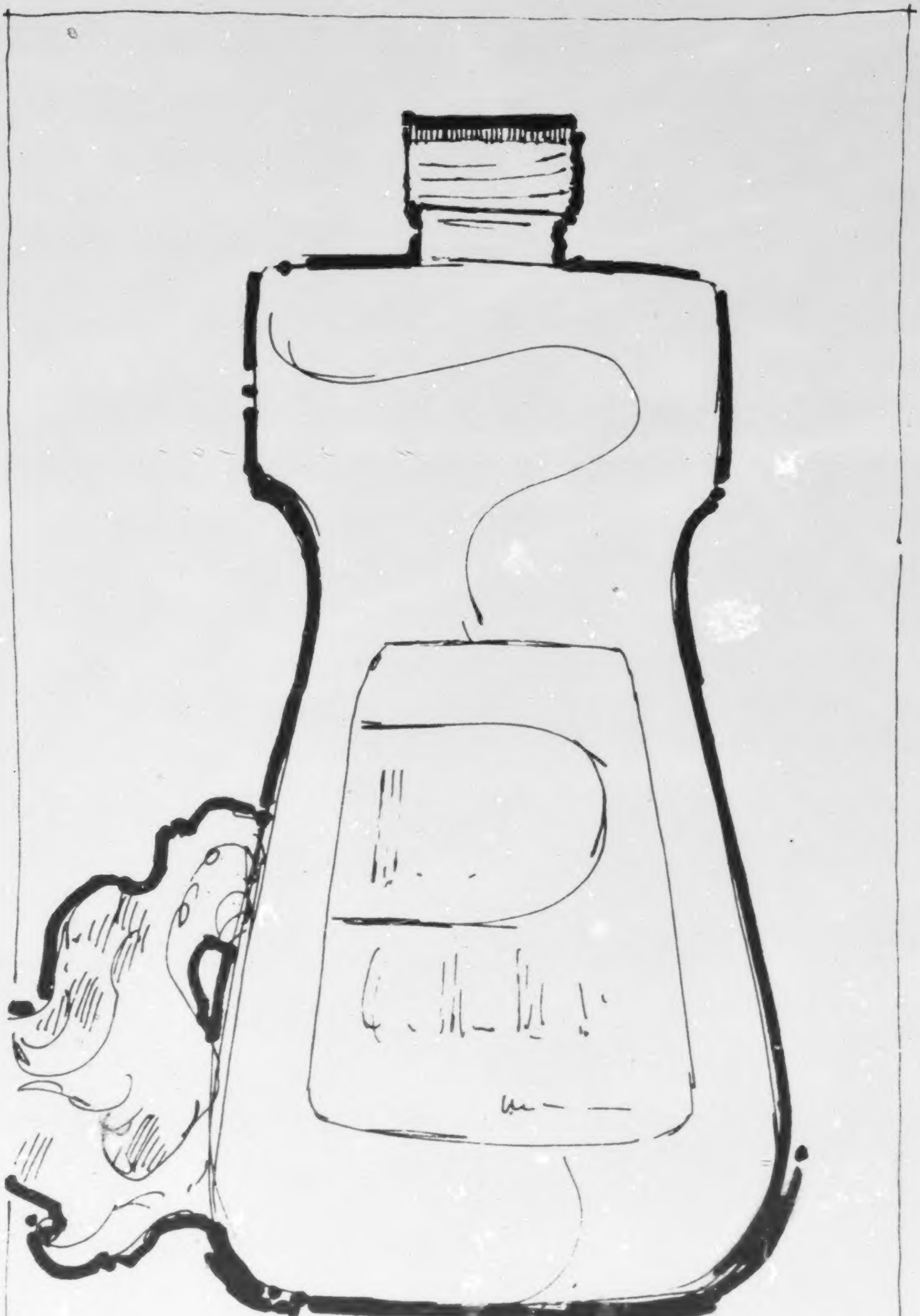
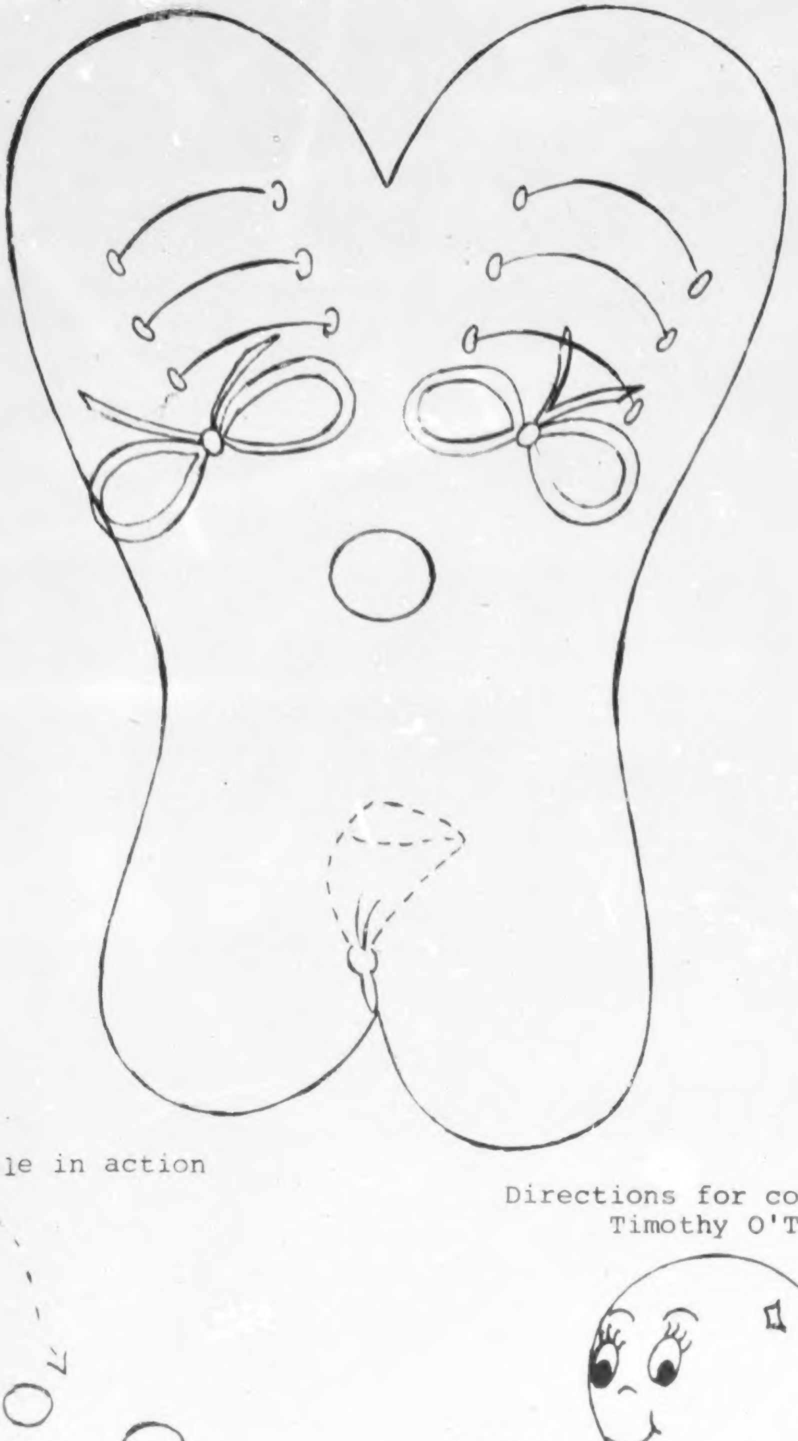
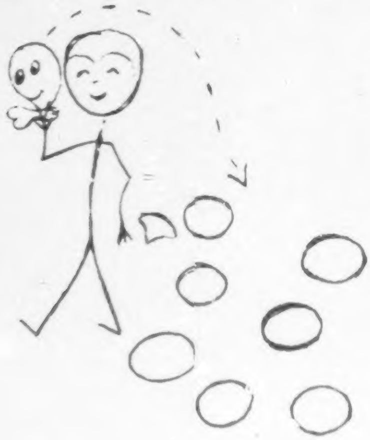


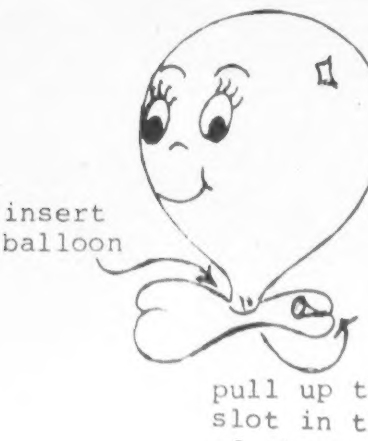
TIMOTHY O'TOOLE'S FEET PATTERN



Timothy O'Toole in action



Directions for constructing Timothy O'Toole


insert
balloon
pull up through the
slot in the back
of shoes